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ABSTRACT

The Chicago Board of Education operates teacher-staffed, after school playground programs at 59 elementary schools. It also operates and maintains six stadia for interscholastic and amateur athletic events and recreational purposes. This study examined those programs and the use of funds committed to support them. Descriptions are given of the activities, facilities, sites, and organization of the programs, and comparisons are made of the way they function. Findings included: (1) recreation programs were functioning at most playground sites; (2) there was inadequate and problematic supervision of playground staff; (3) playground programs existed with no discernible secondary academic benefits for the host school; (4) playground programs were unevenly sited; (5) the stadia program was important to interscholastic activities of the Board of Education; and (6) playground programs provided fewer services, at higher cost, than comparably sized park district programs. Two recommendations were made: (1) the management of the playground programs should be reorganized; and (2) official local school parent groups should assess the playground programs in their areas. (JD)

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CHICAGO PANEL ON PUBLIC SCHOOL FINANCES

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RECREATIONAL PROGRAMS
IN A TIME OF FISCAL CONSTRAINT

An Examination of Programs Supported by the Playground Fund of The Chicago Board of Education

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January, 1985

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PLAYGROUND FUND PROGRAMS STUDY

The Chicago Board of Education operates teacher-staffed, after school playground programs at 59 elementary schools scattered unevenly across the city. It also operates and maintains six stadia for interscholastic and amateur athletic events and recreational purposes. This study examines those programs and the use of the funds committed to support them.

About 40% of the revenues of the Chicago Board of Education come from local taxes. 47% of those taxes go into the Board's all-purpose operating fund, the Education Fund. All other tax receipts go into funds whose use is restricted to specific purposes, such as Textbooks(for purchase of instructional materials), Building(for maintenance and repairs), Worker Compensation and Unemployment, Bond Redemption, and now Special Education. One of these funds, with a limited tax levy of $0.06 on each $100 of Equalized Assessed Value of property, is the Playground Fund. It produces 2% of the local tax revenues of the Board of Education. The receipts of this fund can only be used for recreational purposes and the maintenance of recreational facilities.

Legal limits on expenditures from the Playground Fund mean the Board of Education's priorities must face budgetary constraints, under the current fund arrangements. The Board is not free to weigh which needs must require funding and act accordingly. Recently, at Hanson Stadium, a new artificial playing surface was purchased to replace an existing artificial surface, at a cost of $600,000. This purchase was made at a time when the lack of classroom supplies is seriously handicapping daily instruction. The value of a new carpet at a stadium, or of the 59 playground programs themselves, need not be higher than the need for paper and pencils for children. However, under the current fund limitations, there can be no prioritizing between items in different funds; priorities are decided only within a particular fund.

Since 1921, the Board of Education has operated an after school recreational program. This program currently employs 119 teachers and 56 custodial attendants at 59 schools, and 24 other supervisory, maintenance, and repair staff at the Board's central offices and its six stadia. The Chicago Panel has received numerous complaints that these programs were poorly run, and that the funds used to support them have been wasted. In an era when the Board is hard-pressed for operating funds, it is an open question whether such funds should be restricted in use while other, higher priorities go unfunded. If abuse were found to be widespread in the programs supported by the Playground Fund, a strong argument could be made for eliminating the restrictions on the use of this tax levy. Thus, the Panel set out to examine the programs supported by the Playground Fund. The following report presents the results of that study.

FINDINGS

1. RECREATIONAL PROGRAMS WERE FOUND TO BE FUNCTIONING AT MOST PLAYGROUND SITES.

Contrary to expectations aroused by complaints received by the Panel, direct observation of all 59 playground programs and interviews with teachers, principals, and community residents led to the conclusion that adequate recreational programs were being conducted at most program sites. Significant problems were noted at only seven sites. A few programs were found which had exceptional attendance, devoted teachers, and extraordinary programming. At some sites, field houses have been an important resource for local school parents groups.

2. SUPERVISION OF PLAYGROUND STAFF IS INADEQUATE AND PROBLEMATIC.

Line supervision of playground staff is awkwardly arranged. Playground teachers are responsibile to the principal of the host elementary school. Playground teachers work from 2:30 to 9:15 p.m., five days a week. Principals leave school shortly after playground teachers arrive. Thus, direct supervision of playground program staff is minimal. The playground attendant (custodian) is responsible to the building engineer. Attendants work a school day shift. Thus, contact between program and maintenance staff is minimal. Recreational coordinators from the central office visit each playground monthly, receive program and attendance reports from teachers, and work with teachers on competitive events between playgrounds, but these coordinators have no supervisory authority over the teachers. Effective supervision of playground program staff is largely lacking.

3. PLAYGROUND PROGRAMS HAVE NO DISCERNIBLE SECONDARY ACADEMIC BENEFITS FOR THE HOST SCHOOL.

Analysis of reading and math test scores, attendance rates, and vandalism rates indicates that schools with playground programs do no better than neighboring schools lacking such programs. Playground schools were grouped with their three closest neighboring schools and compared on costs of repairing vandalism, student attendance rates, and student sixth grade test scores. Playground schools did better than their neighbors in only a quarter of these groups, which is what might be expected of any 59 schools chosen at random. In fact, vandalism rates were slightly higher for playground schools, lending credence to the suggestion that such programs pose an attractive nuisance at some schools.

4. PLAYGROUND PROGRAMS ARE UNEVENLY SITED.

Only 59 of 443 elementary schools have playground programs. At one time, there was a high of 85 such programs. Never have all elementary schools been so served. The location of the existing 59 sites is an historical artifact and shows no system-wide rationale for program location. However, most playground programs are located in areas in which parks are at least four blocks distant. Large parts of the city, on the northwest-side and southwest-side, have no playground programs.

5. THE STADIA PROGRAM IS IMPORTANT TO INTERSCHOLASTIC ACTIVITIES OF THE BOARD OF EDUCATION.

The Board of Education operates and maintains six stadia, located in various parts of the city, from funds received from the Playground Fund levy. The playground programs use these facilities for system-wide competitive events. These facilities are also used extensively for interscholastic competition between city high schools. Two of the facilities are used by physical education classes of the neighboring high school. The stadia are also rented out to other schools and amateur teams; receipts for these rentals go into the Board's general operating funds.

6. PLAYGROUND PROGRAMS PROVIDE FEWER SERVICES, AT HIGHER COST, THAN COMPARABLY SIZED PARK DISTRICT PROGRAMS.

A small sample of Chicago Park District programs run out of comparably sized field houses not located on school grounds was compared with the Board of Education playground programs. Activity levels were higher at the Park District facilities. Programs were more varied at the parks, with specialized leaders coming to individual parks for specialized classes or activities. Park District staff are not required to meet educational certification requirements, and are paid lower salaries and benefits than playground teachers. Supervision in the Park District is direct, and supervisors work the same hours as park staff.

RECOMMENDATIONS

1. THE MANAGEMENT OF THE PLAYGROUND FUND PROGRAMS SHOULD BE REORGANIZED. PLAYGROUND TEACHERS SHOULD BE SWITCHED FROM SCHOOL-BASED UNITS INTO THE BUREAU OF HEALTH, PHYSICAL EDUCATION, RECREATION AND SAFETY, AND PUT UNDER THE DIRECT SUPERVISION AND EVALUATION OF THE RECREATIONAL COORDINATORS. RECENTRALIZATION OF AUTHORITY FOR MAINTENANCE COSTS AND PERSONNEL SHOULD ALSO BE CONSIDERED.

The Panel found that the lines of authority for the Playground Program were awkwardly arranged and resulted in inadequate supervision. Playground teachers are currently assigned as part of the faculty at the host schools, although they have no direct contact with the educational program of that school, normally do not submit reports to the principal, and work different hours from both the other faculty members and the principal. Recreational coordinators work regularly with the playground teachers, receive their reports, and encourage them to follow the program administered by the Bureau, but have no line authorization over those staff whose programs they coordinate. The Panel recommends the teachers be added to the Bureau and be responsible to the coordinators who actually supervise their work. Playground staff activities should be coordinated with the local school principal and staff. The teachers should be accountable to the coordinators for the quality of programming at their playground and for appropriate efforts to increase attendance in playground programs. The possibility of similar centralization of maintenance allocations and supervision of playground attendants should also be studied.

2. OFFICIAL LOCAL SCHOOL PARENT GROUPS SHOULD ASSESS THE PLAYGROUND PROGRAMS IN THEIR AREAS. ON THE BASIS OF THIS STUDY, THEY SHOULD CONSIDER FOR EACH LOCAL PROGRAM ALTERNATIVES FOR IMPROVING THE ADMINISTRATION, ELIMINATING, OR SWITCHING THE SPONSORSHIP OF THE PROGRAM TO OTHER AGENCIES (SUCH AS NON-PROFIT AGENCIES OR THE CHICAGO PARK DISTRICT).

Although the Panel's investigations found functioning recreational programs at most playground sites, it could not identify any secondary educational benefits from conducting these programs. A comparison of playground programs with comparable park district programs not located at schools found that the park district maintained more extensive and varied programs at lower cost. At some sites, playground field houses provided a valuable resource for local school parents groups. Therefore, the Panel recommends that local advisory councils assess the programs at local playgrounds, using this study as a resource. Recommendations about alternatives for the future of these programs should arise from these assessments.

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PLAYGROUND PROGRAM SITES

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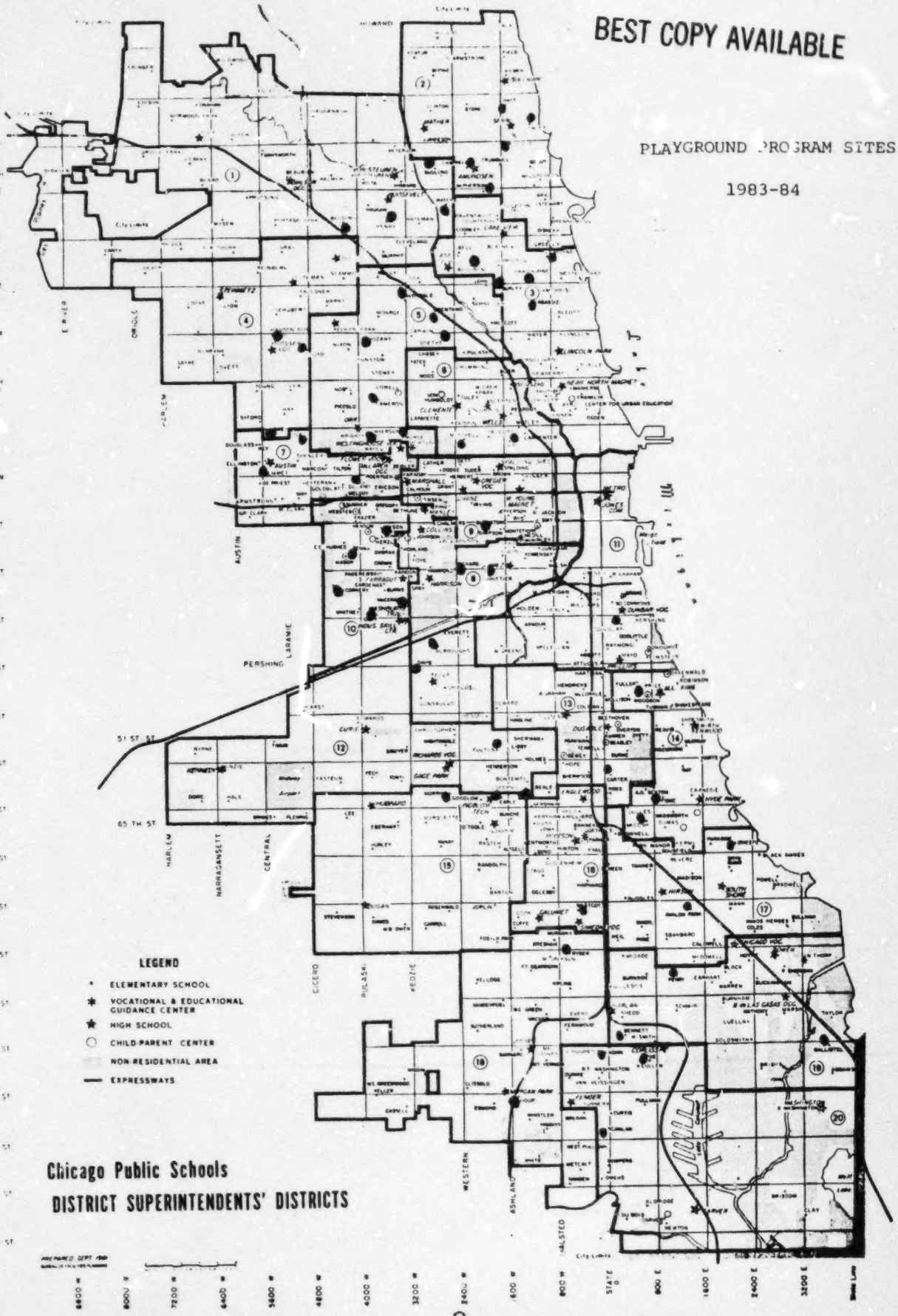

CHICAGO BOARD OF EDUCATION

PLAYGROUNDS

District	Playground	Telephone	Address, ZIP, Coordinates
3	Agassiz	935-8835	1030 W. Wolfram, 60657 (1000 W-2800 N)
3	Audubon	472-8886	3500 N. Hoyne, 60618 (3500 N-2100 W)
17	Avalon Park	768-6764	8015 S. Kenwood, 60619 (8000 S-1300 E)
1	Belding	283-9838	4235 N. Tripp, 60641 (4200 N-4600 W)
19	Bennett	785-2270	270 E. 102nd Street, 60628 (300 E-10200 S)
5	Brentano	252-9502	2715 N. Washtenaw, 60647 (2700 N-2700 W)
1	Budlong	728-4249	2701 W. Foster, 60625 (2700 W-5200 N)
3	Burley	935-5648	1630 W. Barry, 60657 (1600 W-3100 N)
8	Burroughs	523-7333	3542 S. Washtenaw, 60632 (3600 S-2700 W)
5	Cameron	235-9185	1234 N. Monticello, 60651 (1200 N-3600 W)
13	Carter	667-3320	5740 S. Michigan, 60637 (5800 S-100 E)
12	Copernicus	925-4901	6010 S. Throop, 60636 (6000 S-1300 W)
10	Corkery	521-8587	2510 S. Kildare, 60623 (2500 S-4300 W)
8	Davis	523-1362	3035 W. 39th Street, 60632 (3000 W-3900 S)
7	Delano	533-2362	3937 W. Wilcox, 60624 (3900 W-100 S)
11	Douglas	842-9032	3240 S. Calumet, 60616 (3300 S-325 E)
15	Earle	737-8077	6120 S. Paulina, 60636 (6100 S-1700 W)
7	Emmet	287-1215	17 N. Central, 60644 (1 N-5600 W)
14	Fiske	324-6090	6119 S. Ingleside, 60637 (6100 S-900 E)
12	Fulton	776-1661	5317 S. Wood Street, 60609 (5300 S-1800 W)
19	Gallistel	768-1320	10344 S. Avenue J, 60617 (10400 S-3700 E)
10	Gary	277-7011	3000 S. Lawndale, 60623 (3000 S-3700 W)
9	Gladstone	226-4154	1921 W. Washburne, 60608 (1900 W-1200 S)
5	Goethe	342-2544	2250 N. Rockwell, 60647 (2300 N-2600 W)
4	Hanson Park	622-0110	5501 W. Fullerton, 60639 (5500 W-2400 N)
3	Hawthorne	935-8849	3319 N. Clifton, 60657 (3300 N-1100 W)
2	Hayt	465-9577	1518 W. Granville, 60626 (1500 W-6200 N)
1	Henry	278-1215	4229 N. Drake, 60618 (4200 N-3500 W)
4	Howe	287-1850	715 N. Long, 60644 (700 N-5400 W)
20	Kohn	785-7495	10414 S. State, 60628 (10400 S-1 W)
10	Lawndale	762-6367	3423 W. 12th Place, 60623 (3400 W-1200 S)
3	LeMoyne	935-4708	852 W. Addison, 60613 (900 W-3600 N)
4	Lloyd	237-4307	2103 N. Lamon, 60639 (2100 N-4900 W)

District	Playgrounds	Telephone	Address, ZIP, Coordinates
10	Mason	521-7040	4229 W. 18th Street, 60623 (4200 W-1800 S)
10	McCormick	247-3920	2744 S. Sawyer, 60623 (2800 S-3200 W)
14	McCosh	752-3144	6542 S. Langley, 60637 (6600 S-700 E)
2	McPherson	728-4014	4733 N. Winchester, 60640 (4700 N-1900 W)
6	Mitchell	733-0010	2232 W. Race Ave., 60612 (2200 W-500 N)
15	Morrill	925-5595	6047 S. Rockwell, 60629 (6100 S-2600 W)
5	Morse	638-5833	619 N. Spaulding, 60624 (600 N-3300 W)
5	Mozart	235-5344	2236 N. Hamlin, 60647 (2200 N-3800 W)
7	Nash	287-4294	4832 W. Ohio, 60644 (4800 W-600 N)
17	O'Keefe	643-7029	6925 S. Clyde, 60649 (6900 S-2100 E)
6	Otis	226-6999	1448 W. Grand, 60622 (1500 W-500 N)
2	Pierce	784-0076	1457 W. Bryn Mawr, 60626 (1500 W-5600 N)
19	Perry	734-5039	9129 S. Greenwood, 60619 (9100 S-1100 E)
8	Pickard	247-9861	2300 W. Cermak Road, 60608 (2300 W-2200 S)
20	Poe	785-0957	10539 S. Champlain, 60628 (10500 S-600 E)
18	Ryder	783-1101	8750 S. Wallace, 60620 (8800 S-600 W)
5	Ryerson	826-4027	614 N. Lawndale, 60624 (600 N-3700 W)
20	Scanlan	785-7217	11724 S. Lafayette, 60628 (11700 S-28 W)
18	Shoop	238-5472	1461 W. 111th Street, 60643 (1500 W-11100 S)
5	Stehman	588-9295	2909 N. Sawyer, 60618 (2900 N-3200 W)
2	Swift	334-3124	5840 N. Winthrop, 60626 (5900 N-1100 W)
1	Waters	588-2512	2518 W. Sunnyside, 60625 (2500 W-4500 N)
16	Westcott	783-4887	8025 S. Normal, 60620 (8000 S-500 W)
8	Whittier	847-6683	1934 W. 23rd Street, 60608 (1900 W-2300 S)
2	Winnemac Pk (Chappell)	561-2469	5101 N. Leavitt, 60625 (5100 N-2200 W)
14	Woodson N.	285-0217	4419 S. St. Lawrence, 60653 (4400 S-600 E)

STADIA

17	Eckersall	721-4697	2423 E. 82nd Street, 60617 (2400 E-8200 S)
4	Hanson	622-0403	5501 W. Fullerson, 60639 (5500 W-2400 N)
3	Lane	935-8843	2601 W. Addison, 60618 (2600 W-3600 N)
7	Rockne	261-4900	1117 S. Central, 60644 (1100 S-5600 W)
16	Stagg	483-6623	1035 W. 74th Street, 60621 (1000 W-7400 S)
2	Winnemac	561-2469	5101 N. Leavitt, 60625 (5100 N-2200 W)

RECREATION PROGRAMS OF THE CHICAGO BOARD OF EDUCATION

I. HISTORY AND CONTEXT

The Chicago Board of Education operates, in addition to academic programs, a recreation program. The Playground Fund is the fund within the Board of Education's budget that receives the money for that program. The money funneled into the Playground Fund is generated through a tax levy on property mandated by Chapter 122, Section 32-64 of the Illinois School Code. The Playground Fund is charged with all appropriate expenses, as outlined in the legislation, relative to the Playground Program. Included among those expenses are the operation of 59 staffed, year-round, playground programs, the maintenance of all playgrounds and stationary playground equipment at all school sites, and the maintenance and operation of the six stadia.

The teacher-staffed playground programs provide teacher supervision, recreational and athletic activities and instruction, and organized local and city-wide competitive opportunities for community persons.

The stadia host public and parochial school athletic contests, semi-professional games, and some Playground Program competitions. Thus, stadia are also used for community events.

The Playground Fund covers costs of maintenance, supplies and licenses, electricity, fuel, telephone, professional services, stadia and grounds equipment, transportation of students, and reimbursement for employee's travel, dues, memberships and subscriptions that pertain to the recreational program. The balance of charges to the Playground Fund relate to salaries and benefits for teachers, playground attendants, stadia crew and some staff of the Bureau of Health, Physical Education, Recreation and Safety, viz., one clerk, one typist, six Recreational Coordinators, three drivers, one driver's helper, nine laborers, two carpenters, and one painter. The salary of the Director of the Bureau of Health, Physical Education, Recreation and Safety <u>is not</u> charged to the Playground Fund, since his responsibilities deal with a number of functions outside the recreation area.

The after school, 12-month, teacher-staffed Playground Program appears to have originated in the early years of this century. Until 1921, however, these recreational programs were operated under the auspices of the Bureau of Parks and Recreation of the Department of Public Works of the City of Chicago. In 1921 the state legislature gave control of those playgrounds located adjacent to the school grounds to the Chicago Board of Education. That legislation also provided for tax funds for the purpose of "establishing, equipping, maintaining and operating supervised playgrounds outside of school hours...and for stadia, social center and summer swimming pool programs...including the salaries or wages of teachers, supervisory personnel, attendants and all such other persons employed in connection with all of such purposes."

During the years 1921-1950, the recreational programs experienced several expansions and contractions: 11 playgrounds were dismantled to provide for the expansion of schools; "Social Centers," established in 1912 and operated out of high school buildings, were increased in number to 25 by 1927. These programs were curtailed in the early thirties due to "a financial emergency" but resumed in 1939. In 1943, a similar program of Social Centers was initiated in the elementary schools. There was limited expansion from 1945 to 1950. In 1949, 16 summer playgrounds were acquired from the Chicago Bureau of Parks. These grounds lacked indoor facilities and, thus, were operated from May through August only. These playground programs were eliminated in the mid-1970's.

The Lighted School House Bill" (S.B. 432) was passed in 1951 by the state legislature. This Bill provided for a referendum, eventually approved by Illinois voters, that would increase the recreational fund tax levy. With this increase, the Board of Education envisioned expanding the Social Center services and providing wider use of school buildings for recreational and leisure time activities. In the late 1970's, these Social Centers also were eliminated. A Summer Camp Program, which existed for a short period of time, likewise was eliminated in the late 1970's. The elimination of these programs is somewhat mysterious in light of the fact that these programs were supported by an independent tax levy and did not come out of the main operating budget of the Board of Education. No adequate rationale has been provided for the elimination of these programs.

At one point in time, there were a total of 65 playground programs complete with a field house and staff. That number declined for several reasons, including school expansion, school closings, or lack of demonstrated need. Some 20 other playgrounds operated on a spring-summer-fall schedule. These too were eliminated in the mid-1970's. At the present time, 59 playground programs are in operation staffed by two teachers, one male and one female, in all but one case.

The philosophy that underlies the Board of Education's foray into the recreational area is the belief that a school is more than an academic institution, that a school should contribute to the development of the whole individual, that a school should provide, prepare, and teach use of leisure time activities (either with or without organized resources) as a means of positive, constructive individual growth, and the furtherance of "good community behavior" (see Appendix A). This philosophy was reflected in the views most playground teachers expressed in defining their actual roles.

II. RESEARCH METHODS OF THIS STUDY

This study relied upon direct observation of playground programs at all 59 sites and interviews with playground teachers, principals, and parents and community leaders to gather further information on the operation of the playground programs. Two visits were made to each of the 59 playground sites. On the first visit interviews with playground

teachers were sought. On the second visit, principals were interviewed. At each site observations of activity and equipment were recorded. Where possible, both playground teachers were interviewed about the activities they conducted, their job responsibilities, and administration of the playground program. Interviews were also conducted with five of the six Recreational Coordinators who "supervise" the local programs.

Principals were asked questions designed to elicit information about their administrative responsibilities, the playground teachers' responsibilities, the value of the program, the manner in which the program functioned at each particular location, the strengths and weaknesses of the program, and suggestions for improvement of the program. Fifty-six of fifty-nine principals were interviewed.

Throughout the period in which both sets of interviews were conducted, parents and/or community people were also interviewed. Some contacts were initiated by parents/community people after learning of the study. By the end of the study, more than 60 responses had been collected from approximately 46 schools.

The effect of a staffed, after school playground program on gang activity, school vandalism, break-ins, theft, and graffiti were tested by comparing reading and math scores, student attendance percentages, and the cost of vandalism at schools with playground programs and their three closest neighboring schools. Samples of playground program attendance figures for the preceding year were examined and graphed. Site visits were made to each of the six stadia to examine the facilities, their management and usage. Park district programs of comparable size were analyzed to obtain an estimate of program and staff similarities and differences. A survey instrument was circulated to playground teachers to determine the specific activities offered at each playground.

III. THE PLAYGROUND PROGRAMS

The Playground Program operates on a twelve month basis. The curriculum of the Playground Program is implemented by two certified teachers at each site, one female and one male. A curriculum guide details games and activities, suggests exercises, outlines rules, and gives instructions. The activities conducted are primarily sports and game oriented. The playground teachers have the responsibility to develop and implement the activities at their assigned unit. However, activities at each playground tend to be fairly standardized, with a few notable exceptions. Significant differences noted at any given playground were not differences in activities as much as differences in the degree of commitment among the teachers and involvement they maintain with the children, community, and the school.

For purposes of this study, the Playground Program has been broken into two component parts: local activities and system-wide competitive events. (The Board's Curriculum Guide identifies a third area, Special Projects, which are categorized as local activities in this study.)

A. LOCAL ACTIVITIES

The playground teachers have a great deal of latitude in conducting activities at each site. The teachers' abilities, energies, imagination, initiative, dedication and creativity are limited only by time and money. At some playgrounds even the obstacles of time and money have not proven insurmountable. Playground teachers have conducted independent fund raising projects to enable them to buy uniforms for playground teams, to purchase playground equipment or awards, to pay for tournament fees, and to cover expenses that would otherwise prohibit some activities. In addition, many playground teachers stated that they contributed significant amounts of money out of their own pockets. The local "flavor" of each site is very much influenced by the personality of the playground teachers. The playground teachers at the Mozart site, for example, were one pair of teachers that were very involved with their youngsters and playground community.

Typical local activities at most sites are sports tournaments or game tournaments between local teams or individuals. These activities often replicate the city-wide competitive events sponsored by the Board of Education; many playground teachers use the local tournaments as a means of organizing teams for the city-wide events (see Appendix B for a chart of activities conducted at each playground).

Special classes or programs are also a local activity. The most common special class is aerobics (for older children and/or adults). A few playground teachers have initiated weight lifting for boys; a couple of playgrounds include boxing among their activities. Several playground teachers have assisted children in academic subjects because they saw an interest and need. A few teachers schedule field trips. One playground, Goethe, has developed a pre-school class.

A unique program is conducted at the Pickard Playground. This playground has assumed the name "Inner City Sports Hall of Fame." The male teacher there has created a museum of authentic sports memorabilia, including major league uniforms, bats, helmets, and pennants; a sports reference library; and a gallery of personally autographed pictures of sports and entertainment celebrities. All this is in addition to the regular playground program. The variety of activities is quite unusual at this playground. The playground teacher has staged an elaborate summer show. Last year, this teacher convinced Mr. T. to appear at the show. The message this playground teacher tries to impart to area youth, as penned on an autographed picture by Frank Sinatra, is, " Don't Quit!"

Table games are normally used as rainy day and cold weather alternatives to outdoor sports and activities. Arts and crafts are primarily seasonal and are largely coordinated with particular holidays. Arts and crafts are usually handled by the female teacher. However, Hawthorne Playground is one playground where the male teacher conducts these activities. He has several wood projects on which children may work.

In the "special projects" arena, several playgrounds have reported conducting elaborate shows that rely on community involvement, in addition to teacher initiative. McCosh and Mason Playgrounds report conducting summer shows comprised of local musical talent; Pickard Playground conducts a summer show that features celebrities; Mitchell conducts an annual dance/gymnastics show; and Goethe conducts an ethnic cook-out on the playground.

Most playgrounds reported conducting holiday parties on the playgrounds; most popular were Halloween parties. The degree of elaborateness varied from site to site. Other usual holidays, on which parties were held, were Christmas and Easter. Some playgrounds also held a celebration on July 4th.

The manner in which playground program information is disseminated is left to the playground teachers at each site. Typically, playgrounds use announcements, flyers, posters, word of mouth, school newsletters, community newspapers, and classroom visits by the playground teachers. Cooperation with the local community groups is often sought. The playground field houses serve as meeting places for school PTAs or Education Advisory Councils at about six playgrounds. But, this study generally found a low level of awareness among parents and community groups about the specific activities available at a playground.

Free play is included among local activities. Most playgrounds contain stationary equipment, which varies from site to site. Children have access to this equipment and may choose its use over a structured activity. This is particularly true for younger children. A part of the playground teachers' responsibility is the general supervision of free play as well as structured activities.

The local activities, described above, paint a picture of both the typical playground and the few exceptional ones. This description is not, of course, all inclusive. Neither does it represent playgrounds which were found to be deficient in some way. An evaluation of the playground programs will follow. A chart of playground activities, included in Appendix B, presents the specific activities at each playground.

B. BOARD OF EDUCATION COMPETITIVE EVENTS

The Board of Education issues a monthly calendar of competitive events in which playgrounds may compete. The tournament events include softball, basketball, wrestling (for boys), volleyball, table tennis, rope jumping (for girls), flag football, batball, O'Leary, hopscotch, punt-pass-kick, relays, etc. These events are segregated by age and, for the most part, by sex. Very few events are co-educational.

The tournaments are city-wide contests. Participation in these competitive events is <u>not mandatory</u> but is strongly encouraged by the recreational coordinators. Some teachers and principals stated that their understanding was that participation was, in fact, mandatory. Most teachers indicated that their playgrounds participated in most, if not all, of the Board sponsored competitive events. Some teachers stated that any non-participation was based upon lack of interest on the part of the children in their programs or upon some particular local circumstance.

Tournament play is accomplished by dividing the playgrounds into 16 leagues (see Appendix B). Each league lists four schools which compete against each other. Winners of each league play to determine section winners. Finally, section winners compete to determine a city-wide winner. Playground teachers organize and manage their playground's teams and may assist in tournaments as referees, judges, scorekeepers, timers, etc. Most events require one of the paired school to travel. Very few of these events require all competing schools to meet at a single location.

Preparation for the competitive events includes pairing and registration of competing playgrounds, issuance of rules, provisions for officiating, and possibly, in-services for teachers. Results of competitions are compiled by the Bureau of Health, Physical Education, Recreation and Safety. Their report includes the number of participants from each playground and how each playground placed in the particular event.

C. PLAYGROUND FUND ADMINISTRATION

The Bureau of Health, Physical Education, Recreation and Safety administers the Playground Program as well as the other areas included in the bureau's title. Health, Physical Education and Safety programs are not charged to the Playground Fund. The Bureau is part of the Department of Curriculum which, in turn, is responsible to the Deputy Superintendent of Education Services. All programs, bulletins, procedures, expenditures, and other business must flow through this chain of command. The Bureau's central office staff charged to the Playground Fund includes one clerk, one typist, and six recreational coordinators.

The daily responsibility of operating the Playground Program falls within the responsibilities of the recreational coordinators. The coordinator's job is to serve, service, and assist in the supervision of the playground teachers. The coordinators have the responsibility of oversight <u>without</u> the line authority of a supervisor. The principal of the school where the playground is located has supervisory authority over the playground teachers. The coordinators function as a liaison between the Bureau and the teachers, and, on occasion, as a liaison between a principal and a teacher. Other responsibilities of coordinators include periodic visits to playgrounds to observe, check curriculum implementation, review activity plans, and teach techniques; to resolve problems, log attendance, and obtain substitute playground teachers; to screen supply requests; to coordinate vacation work schedules; to attend relevant community meetings and otherwise promote public relations and publicity for the Playground Program; to organize, develop and coordinate designated competitive events throughout the year; to arrange and/or conduct in-service meetings; and to coordinate designated interscholastic sports for the high schools. This last responsibility is not a part of the Playground Program, although the coordinators' salaries are fully charged to the Playground Fund. The coordinators perform their own clerical work, such as filing and typing. Recreational Coordinator is a Grade One position on the Administrative salary schedule; the average salary is $38,780 plus benefits valued at about $5,000. The fifty-nine playground sites are divided among five coordinators; each is assigned

between 6 and 18 playgrounds, depending on their other responsibilities (see Appendix C). The coordinators attempt to visit each of their assigned playgrounds two or three times a month.

In addition to the above duties, some coordinators serve the additional function of "Recreational Coordinator with Stadia Director duties." A Stadium Director is fully responsible for the entire operation of one of the six stadia. Such duties include scheduling use of the stadium, determining rental fees, auditing gate receipts, issuing permits for use of the ball fields, and supervising the maintenance of the grounds, stands, and locker rooms. Presently, four stadia are directed by coordinators, and two stadia are directed by individuals employed only as Stadia Directors.

One coordinator functions as a central office manager. His responsibilities include review of all bulletins, requisitions, schedules, reports, meetings, and events. He reviews supply orders. He is also the coordinator of the interscholastic football competition. In general, he coordinates the activities of the rest of the coordinators.

While the Bureau of Health, Physical Education, Recreation and Safety administers the overall Playground Program, the local school principal is the immediate line officer for each set of playground teachers. The principal receives no additional compensation by virtue of the existence of a playground program at the school. The principal is assigned responsibility for the direction and supervision of the playground teachers' day-to-day activities. It is the principal who gives each playground teacher an efficiency rating at the end of the school year. The principal is also responsible for payroll and attendance records, program operation, approval of compensatory time-off requests, and the filing of accident and/or incident reports for each playground. However, the principal's work day ends as the playground teachers' work day is beginning. Principals at schools with playground programs have indicated that supervision is a serious problem. More will be said of this later.

Each playground program is staffed with two certified teachers, one female (often called "Teach") and one male (often called "Coach"). (One exception to this pattern is the Mitchell School Playground Program, which is staffed with three certified teachers--one female, two males. Mitchell has an additional year-round gymnasium program.) Playground teachers must be certified to be employed in this program. The requirements for this certificate are virtually identical to those of physical education teachers, including a Bachelor's degree. The teachers operate out of a field house on the school grounds, except at Earle School, which has no field house and uses the school gymnasium for seven months each year and operates outdoors for the remaining months. The field house structures vary in size and structure. Playground teachers are considered year-round employees. They have the option of working during vacation periods (two weeks in August and holiday periods during the year). If they choose to work, the teachers are afforded compensatory time-off; if they opt not to work, a qualified substitute teacher is provided.

Playground teachers normally work from 2:30 p.m. until 9:15 p.m., Monday through Friday. An exception to this pattern is the Emmet School program, where the field house has been rendered unusable. The playground teachers there have been working a day-time schedule in the interim. Teachers take a dinner break between 5:00 and 7:00 p.m. Typically, one teacher leaves on his/her dinner break, returns, and allows the other teacher to leave for his/her dinner break.

Playground teachers divide their time between Board of Education competitive events, local activities, and supervision of free play on the grounds. They should see to it that all groups are provided time and activities. They should enforce rules and regulate the flow of equipment. They should recruit and involve children and community residents, and assure the safety of those who use the grounds and equipment. They order supplies, submit requisitions for repair and maintenance, and inventory equipment and supplies. The job of the playground teacher is one of teacher, coach, facilitator, and supervisor of recreation.

Playground teachers are required to submit activity plans and an attendance report which reflects usage of the playground. These reports are submitted to their coordinator. In some instances, the principal receives a copy of these reports. The teachers are required to submit lesson plans or reports requested by the principal. Very few principals, however, require these reports. In cases where an accident or some incident occurs on the playground, the appropriate form is then required.

In the event of the absence of a playground teacher, a substitute teacher is provided. The substitute must be considered qualified by the Board of Examiners. A significant number of substitutes appears to be drawn from teachers employed in Chicago schools. Substitutes are provided for absences due to vacation, sick or personal business day leaves, or approved "comp time."

D. FACILITY MAINTENANCE

The final component of the Playground Program is maintenance. Most of the playground sites are staffed with a playground attendant. The playground attendant works a day shift, when the playground normally is not in use. The attendant's responsibility is the cleaning and minor maintenance of the playground and field house. The attendant works under the supervision of the school engineer.

The repair and replacement of stationary equipment, grounds, or the field houses falls under the jurisdiction of a maintenance shop and crew. Improvements may also be done by Board tradesmen and may include painting and carpentry. Major repairs or improvements are contracted out under Board of Education procedures. Work done by the Board crews must be initiated through the submission of requisitions.

E. PROGRAM EVALUATION

An evaluation of the Playground Program involves weighing several factors: observed activity, playground teacher statements, principals' evaluations, and community responses. Completion of interviews with all parties made two things evident: 1. supervision is a serious problem; and 2. the teacher is the key to any successful playground program.

1. SUPERVISION

On the subject of supervision, overwhelmingly, principals stated adequate supervision was a serious problem. Commonly cited was the difference between the working hours of playground teachers and principals. This fact makes direct observation by principals, for the purposes of issuing efficiency ratings, extremely difficult. Many principals said that they talked with the playground teachers, on a daily basis at sign-in, and/or observed the operation of the playground program before they (the principals) left the school for the day. Only about half the principals claimed that they made even occasional evening visits to the playgrounds.

Well over half of the principals stated that they were only peripherally familiar with the playground curriculum. The responses of principals demonstrated general lack of specific knowledge about required reports and playground activities. Only six principals required conferences with their playground teachers and/or separate lesson plans from them. Two reports are required of playground teachers: a Schedule of Projected Recreation Programs, and a Playground Attendance Report. The recreational coordinators, who are support staff and not authorized supervisors, receive these reports as a matter of course. However, principals, who are the authorized supervisors, indicated sporadic receipt of these reports. While 18 of 56 stated they received both reports, 14 stated that they received neither. The balance of the principals indicated that they received one of the forms.

Some principals complained that they were not informed as to the nature and scope of their responsibility viz-a-viz the playground, received no in-service training about the playground program, did not receive calendars of events, bulletins, and other pertinent information, and had insufficient contact with the recreational coordinators. Principals are not required to submit any reports pertaining to the playgrounds. Thus, principals have no incentive to be knowledgeable about the program or to be particularly aware of its operation.

In sum, supervision by principals is weak. With few exceptions, their solicited written evaluations of the specific programs were often inconsistent with oral statements they made. In only three schools did the principal convey detailed knowledge about the curriculum and daily activities of the playground teachers. At a third of the schools, their rating of programs was significantly different than that which resulted from direct observation by the investigator during this project.

The present arrangement of supervision by the school principal serves to build in the potential for abuse of work rules and responsibilities. However, such abuse does not appear to be rampant. Significant problems were apparent during this study at no more than seven sites. But, it appears that principal supervision is impractical. Adequate supervision of playground teachers would require regular visitation and observation by an authorized supervisor. Currently, visits by principals are too infrequent. Playground supervision is an additional responsibility that is outside their normal work times and for which no extra compensation is received. The Playground Program is not a priority with principals. Two principals reported that when they had attempted to adequately supervise, and had initiated administrative procedures to remove "unsatisfactory" teachers, those efforts had been frustrated.

Neither principals nor coordinators appear pleased with the present arrangement. A consensus exists that an alternative to this system of supervision is needed. However, some principals, while acknowledging the inadequacies of the present arrangement, are reluctant to surrender all control over teachers assigned to their unit. Thus, they are skeptical about returning to a system of supervision by the coordinators. Correcting this situation would go a long way toward improving the quality of the playground program, alleviating some personnel problems, and reducing any abuse of work rules. A change in supervisory responsibility would cost little and could be accomplished through the utilization of existing resources.

PRINCIPAL'S ADMINISTRATIVE BUDGET LOAD
AT PLAYGROUND HOST SCHOOLS

(1982-83 School Year)

School with Playground	# of Teachers	Total Enrollment
Agassiz	18	343
Audubon	29	682
Avondale (Stehmon)	42	998
Avalon Park	35	849
Belding	24	496
Bennett	32	477
Brentano	46	1,035
Budlong	44	754
Burley	24	441
Burroughs	19	341
Cameron	92	1,878
Carter	45	933
Copernicus	32	682
Corkery	44	910
Davis	27	591
Delano	41	849
Douglas	41	568
Earle	48	906

School with Playground	# of Teachers	Total Enrollment
Emmet	40	829
Fiske	30	594
Fulton	59	1,052
Gallistel	35	549
Gary	63	1,526
Gladstone	30	593
Goethe	47	919
Hanson Park	34	771
Hawthorne	28	527
Hayt	32	693
Henry	25	546
Howe	64	1,308
Kohn	54	1,143
Lawndale Acad. (Lawson)	39	758
LeMoyne	29	469
Lloyd	27	732
Mason	66	1,377
McCormick	53	1,369
McCosh	63	1,428
McPherson	47	965
Mitchell	29	701
Morril	37	940
Morse	35	698
Mozart	42	1,059
Nash	67	1,356
O'Keeffe	54	1,206
Otis	48	826
Pierce	38	925
Perry	31	739
Pickard	39	966
Poe	15	192
Ryder	37	582
Ryerson	43	813
Scanlon	46	995
Schoop	41	934
Swift	40	795
Waters	30	669
Westcott (Auburn Park)	40	835
Whittier	34	803
Chappell (Winnemac)	23	403
Woodson N.	33	597

2. TEACHER EFFECTIVENESS

The individual teacher is the crucial factor which determines the degree of value of any given playground program. While the content of each playground program is, on the whole, very standardized, the form of

implementing the common curriculum and any "new wrinkles" bear the imprint of the individual teacher(s). The most adequate programs observed during this study bore common characteristics: teacher imagination, creativity, initiative, and/or dedication; effort above and beyond the call of duty including involvement with the community, the school, and/or individual children; an evident rapport with the children; and corroboration of teacher reports by the school principal and community. The absence of these factors was taken as a weakness in evaluating a particular playground program. For example, at one playground, there was an apparent lack of affect, emotional rapport, between the male teacher and the children. Adults also experienced difficulty communicating with this teacher. At several schools, the playground teacher seemed not to be in control. At several other schools, friction between playground teachers and the principal was indicated. At two playgrounds, Cameron and Corkery, the teachers were not found on the grounds during evening hours. The principals at both schools verified that personnel problems did exist at these two sites.A parent at one of these two schools felt a definite lack of program and activity was being made available by the assigned teachers. On the other hand, where the evaluation by principals and community residents of the playground program were positive and agreed, where teacher claims and statements were corroborated by the principal and/or community evaluations and by direct observation, and/or where the principal was knowledgeable about the curriculum and day-to-day activities at the playground, the programs were found to be exceptional.

Playground teachers envision their responsibilities as extending beyond coaching, teaching athletic skills, supervising play, and other recreational facilitating. When interviewed, playground teachers regularly enumerated additional roles including counselor, social worker, friend, policeman, disciplinarian, arbitrator, babysitter, role model, preacher, and parent. However, for the most part, principals viewed the playground teacher's job more narrowly, restricting it to the recreational function.

As a group, the playground teachers, when interviewed for this study, appeared to be sincere, dedicated and concerned individuals. However, this was not universally true, as demonstrated by some shabby, undecorated field houses and evaluations by some principals. Several principals stated that being a playground teacher provides an opportunity to "slide by" and do little. Some parents interviewed indicated that at some sites, teachers were doing just that. Playground teachers not performing acceptably or conducting other business during playground hours were cited by principals as instances of past abuse.

F. TESTING FOR RESIDUAL BENEFITS

Many playground teachers, principals and parents are convinced that the playground programs produced secondary benefits to the host schools in reduced levels of vandalism, higher school attendance, and better academic performance. These claims were investigated as part of this study. Each playground school was grouped with its three closest neighbors for comparison on each of these items. While this methodology did not produce statistically reliable assurances of the comparability of the student populations served, the investigators felt such a preliminary measure would reveal any significant trends worthy of future investigation.

The costs of correcting vandalism were compared within each group of neighboring schools (see Appendix D). If there was substance to the claim that a playground program deterred vandalism, the playground schools should show a consistently lower cost of correcting vandalism damage. However, when these 59 groups of schools were analyzed, playground schools had the lowest costs at only 17 sites. In 42 groups non-playground schools had lower vandalism repair costs. These data do not support the claim that playground programs reduce vandalism. If anything, these data seem to give more credance to the argument that playground programs are an attractive nuisance.

Using the same grouping of schools, attendance records were compared for schools in each group. In only 10 of 59 groups did playground schools have higher attendance percentages than the other schools in the group. In 49 of the 59 groups, non-playground schools had better attendance rates.

When reading and math test scores were compared for the same 59 groups of schools, the results were similar. Only 14 of 59 playground schools had the highest reading scores in their group; the exact same record applied to math scores. Thus, in 45 of 59 groups, non-playground schools scored better than those sites where playgrounds exist.

Thus, the data did not support the argument that playground programs produce secondary benefits for the schools where they are located. The results of comparisons on attendance rates and reading and math test scores is almost exactly what might be achieved by randomly selecting any 59 schools and comparing them with their nearest neighbors. Vandalism rates were similarly random. Thus, further investigation of these arguments was deemed to be not worthwhile.

G. COMPARISON WITH PARK DISTRICT PLAYGROUNDS

Similar Park District programs were compared with the Board of Education Playground Program. A sample of six parks were visited and evaluated. Only minor differences in physical facilities were found in Park District playgrounds (the comparable unit). The major differences found in this small sample were:

-the Park District offered a greater variety of program offerings than did the Board of Education playgrounds;
-special classes conducted by the Park District were staffed by persons trained in the specialty area;
-Park District playgrounds seemed more involved with local community groups; and,
-the age range at Park District playgrounds is broader (commonly pre-school through Senior Citizens).

Other significant differences are:

-Park District supervisors work the same hours as the staff they supervise;
-Park District staff are evaluated twice a year (not once, as are Board of Education teachers);

-"Client" attendance is taken daily for all classes and activities and represents total attendance for the day (whereas attendance taken by Board of Education Playground Teachers represents only the number of "clients" present at two specific times in the work day);
-each Park District facility had available for distribution printed brochures which present the program at that location; and,
-no substitutes are provided within the Park District system, whereas within the Board of Education system substitutes are provided for absent playground teachers.

Park District recreational staff positions have no educational degree requirements. Salary and benefits are lower for Park District employees than for employees of the Board of Education. Although Park District staff are represented by a labor organization, there is no collective bargaining agreement.

The basic programs of the school playgrounds and the parks are very similar, as are the jobs performed by the respective recreational personnel. Both programs provide local and competitive events. The competitive events are similarly structured. Both recreational staffs appear to view their job functions more expansively. But, the Board of Education's Playground Program is more dependent upon the initiative and skills of the individual teacher than is the Park District program which brings specialists to each park to conduct specific programs. The level of education is higher among Board of Education personnel.

H. PROBLEM AREAS

A list of problems, complaints, and suggestions has emerged from the conduct of this study. The following items were most frequently enumerated by teachers, principals, community residents, and observers.

1. Supervision, as delineated above, is the most serious problem within the Playground Program. Principals are nearly unanimous on this issue, and the recreational coordinators agree. Authorized persons must be available to oversee playground teachers during the hours they work, receive and investigate complaints, and assure compliance with program guidelines. Principals complained about lacking ability to select playground teachers which they view as a means of minimizing teacher-principal friction. They felt the sign-in/sign-out procedure leaves a void in accountability, particularly for sign-out, holidays, and summers. Principals experience an inability to discipline or terminate unsatisfactory playground teachers. The compensatory time-off system was also criticized as being more for the convenience of the teacher than for the good of the program.

2. The present system of reporting participant attendance is inadequate, yields limited information, and is unverifiable. Although this study did not systematically examine record keeping, attendance seemed low during on-site visits, despite claims by playground teachers that they "were kept busy until closing time." Direct observations did not lend support to this statement in most instances. Cold spring weather

could have been a factor in the low attendance observed during this study. When attendance figures for the preceding year were reviewed and graphed for a sample of a dozen playgrounds throughout the city, a pattern did emerge (see Appendix E). Attendance, according to these self-reports, was generally the highest in late spring, prior to the schools' closing. Attendance over the summer tapered off, but remained significantly high. Attendance continued to diminish into the fall, reaching a low point in November. Except for occasional spurts, attendance would remain low until spring when presumably it would repeat this pattern. But, continuing observation of six playgrounds from late spring through the summer did not confirm this pattern. The number of children observed on these playgrounds throughout this period were low. Often a playground would have only a handful of children present. One parent, commenting on the summer program at one playground, stated that "the program was a bust." Scheduled activities were not conducted. The teachers were unresponsive to parent volunteers, distant to parent inquiries, and ineffective in organizing the limited activities. The numbers of children were, predictably, low. However, the same parent indicated that the teacher did work well with older children.

This sampling of playground records leads to negative inferences about the attendance levels of the playgrounds generally. A more accurate, verifiable attendance reporting procedure needs to be devised. Playground teachers need to be held more accountable for the levels of attendance. In this way, exceptional playgrounds can be more easily identified and the value and needs of each playground determined.

3. A constant problem throughout the city is <u>gang activity</u>. Most playground teachers, principals, and parents cited gang activity as a problem. Very few playgrounds reported experiencing no significant gang problems. But, surprisingly, at most schools the gangs, reportedly, have considered the playground to be a neutral area, rather than a battleground. Often gang members will participate in playground activities, but as individuals. In such situations, participation is allowed and encouraged, with the provisions that no gang identification be worn or gang activity conducted on the playground. However, at several sites, gang activity is reported to be at serious levels. After-hours fighting, drug and alcohol abuse, noise, and loitering make these playgrounds "attractive nuisances."

4. Many teachers, principals, and parents have complained of <u>inadequate facilities and supplies</u>, especially for winter activities. Most field houses contain only two small rooms for indoor activities. Teachers pointed out the poor quality of equipment provided. Each playground is budgeted for only $100 for supplies annually, though administrative staff have indicated another $500 per site is made available through the central office.

5. More significant are the problems in <u>program content</u>. The program being implemented at each site is basically the same as it has been for decades. At some playgrounds, this traditional approach produces high levels of activity and participation. But, in most cases, some innovation and re-evaluation is needed.

Existing activities are geared for a narrow age range. Teachers often divide their responsibilities and activities by sex. The sample of attendance figures cited above reveals that attendance for girls is consistently and significantly below that of boys. This fact gives rise to the question of whether current program formats encourage lower female attendance.

6. Other problems raised in connection with the playground program have been: the quality of work performed by playground attendants (custodians), lack of transportation of students to playground events, delayed repairs and replacement, relative absence of communication between the school and the playground, lack of community/parental participation, and the corresponding lack of a greater, sustained community outreach.

Despite the problems, the Playground Program fills a void. In the vast majority of cases, no Park District facility is within four blocks of an existing playground program. In most areas, few other low cost recreational resources are available.

IV. THE STADIA

Across the city, there are six stadia supported by the Playground Fund. They are intended for "competitive sports, civic outdoor events, and recreational activities." Stadia are used for football, soccer, and rugby* games, track and field meets, team practices, individual jogging, tennis (at some sites), and school and community events such as graduation exercises or block parties. Recently, Hanson Park School employed Hanson Stadium for the school's 50th birthday party. The Playground Program uses the stadia for some of its competitive events. The grounds of Lane Stadium, adjacent to Lane Technical High School, are used by gym classes, which gives the stadium heavy day-time use. It is estimated that between 8:00 a.m. and 2:30 p.m. 9 gym classes per hour use the facilities. In addition, part of the stands house Lane's R.O.T.C. Program. Winnemac Stadium also has some use by Amundsen High School physical education classes. All of the stadia, except Rockne, have ball fields on the grounds. With the exception of Lane, the ball fields are utilized by little leagues and softball leagues.

The two largest stadia are Hanson Park and Winnemac Park. These facilities include 70 acres and 40 acres, respectively. Each site has multiple ball fields, tennis courts (8 and 4, respectively), and football/soccer practice fields. These facilities are used heavily throughout the year, but particularly during the spring and summer. In addition to team practices mentioned above, both stadia are often scheduled for Saturday and Sunday events. Hanson Stadium, equipped with lights, schedules night games. Comparatively, use of the other four

*Rugby is played only at Winnemac Stadium.

stadia seems light, particularly in week-end scheduling. Hanson Park Stadium has the largest structure and is considered to be the best facility. It is the only stadium equipped with lights for night use. It is the only stadium that has an artificial playing surface. The artificial turf was originally acquired through the efforts of Mayor Daley, at no cost to the Playground Fund or the Board of Education. Recently, the original artificial playing surface was replaced at a cost of about $600,000. The cost of replacement was borne by the Playground Fund.

The stadium considered least adequate has been Stagg Stadium. It is also reported to be the least used. However, a major capital improvement of this facility is currently being completed. This project is attempting to transform a dilapidated, little-used facility into an attractive, up-to-date activity center. The improvements include upgrading the ball fields, a new track, installation of basketball and tennis courts, a playground with stationary equipment, and a parking lot. Cosmetic improvements are also planned. Already installed is a new security system and a new public address system. The stadium is directly adjacent to Stagg Elementary School. The school has had, and will continue to have, access to the grounds. It is hoped that with these improvements, greater use will be made of the facility.

The facilities at each of the stadia are comparable on an item-by-item basis. Each has locker rooms with showers, press boxes, concession stands, spectator stands, etc. Three of the stadia have wooden bleachers to enlarge the seating capacity. The facilities vary by size, age, and condition. Listed in order of condition of facilities, they are: Hanson, Stagg (pending completion of improvements), Lane, Ekersoll, Rockne, and Winnemac. Ordered by size, that list would be: Hanson (70 acres), Winnemac (40 acres), Ekersoll (5 1/2 acres), Lane (4 1/2 acres), Rockne (3 acres), and Stagg (2 acres). By usage the list is: Hanson, Winnemac, Lane, Ekersoll, Rockne, and Stagg.

All maintenance, operations, and improvement expenses of the stadia are charged to the Playground Fund. However, any revenue generated from rental of the stadia goes into the Education Fund of the Board of Education.

Primary users of the stadia are the Chicago public high schools. Catholic high schools also use the stadia, both for games and for practice. Other users include amateur and semi-professional football and soccer teams, private companies, banks, the Park District, and groups such as the Lions and the American Legion.

Operation of concession stands are the responsibility of the area high school lunchroom. The only responsibility of the Playground Fund staff is the maintenance and cleaning of the stands.

The rental fee usually charged to Chicago public high schools is $50. For others, the minimum rental is $300 or 20% of the gate, whichever is higher. A rental fee is waived in certain cases. Community groups, for example, are provided use of the stadia on a non-rental basis, as are amateur youth programs.

Stadia operation costs appear under the Department of Curriculum. In that unit, under the heading "Playgrounds and Stadia", $328,225 was budgeted in FY 1984. Of that amount, only $40,000 is for supplies, and $3,888 is for reimbursement for travel. Presumably, both amounts apply to playgrounds and stadia. The balance of the money is applied to salaries, pension, and medical/dental benefits.

Money for improvements to the stadia is listed under Unit 299, the office of the Superintendent of Finance, and Administration; the budget there includes an account labeled, "Maintenance Allocation to the Playground Fund." $2,216,616 is listed in that account for the 1983-1984 school year. The specific disbursements from that account have not been determined, but stadia improvement is reported to be one area of expenditure. The improvements at Stagg Stadium alone are estimated at over $400,000.

Presently, there are two individuals employed exclusively as Stadia Directors. In the past all six stadia were managed by full-time Stadia Directors. Currently, four recreational coordinators function as Stadia Directors in addition to their other enumerated duties. Stadia Directors schedule use of the stadia, determine rental fees, audit gate receipts, issue permits for the use of the grounds, and supervise the maintenance of the grounds, stands, and locker rooms. As Stadia Directors, they are fully responsible for the entire operation of the various stadia.

The stadia are obviously a valuable resource to the school system. The improvements now being done at Stagg Stadium are overdue and should make it a more usable facility. In most cases, improvements at other stadia seem to be appropriate. The only question mark pertains to the artificial playing surface recently replaced at Hanson Park Stadium. The question raised is one of priorities: "Should a new artificial playing surface supercede badly needed repairs and rehabilitation of school buildings or much needed supplies for classrooms?" Under current law, Playground Fund monies must be utilized within the recreational area. In a period of fiscal restraint, such fund restrictions may impede an impartial consideration of priorities. If the Playground Fund tax levy was added to the Education Fund levy and the funds were available without restriction, it is questionable whether such priorities would be sustained.

V. BUDGET ANALYSIS

Table XII in the Chicago Board of Education FY 1984 annual budget summarizes the costs charged to the Playground Fund. The categories of expenses are: Personnel Services (salaries for teachers and Career Service employees), Commodities (supplies, fuel, electricity, and gas), Services other than Personnel (professional and technical services, dues, membership, and subscriptions), Buildings (repair and replacement, permanent improvements, equipment), Fixed Charges (group hospitalization and dental insurance, group life insurance, contingency projects, pensions), and Maintenance Allocation (maintenance expenses for Playground

and Recreational Funds purposes). The sum of these categories comprises the Playground Fund budget. (See Table XII following, reorganized to bring all compensation costs together.) These monies result from revenue generated from the property tax (Section 34-62 of the Illinois School Code) whose specific purpose is the operation and maintenance of appropriate recreational programs and facilities charged to the Playground Fund as described above. Any remaining balance from the preceding year is carried forward to the next year's budget.

For FY 1984, the 1983-1984 school year, $9,650,023 was appropriated for use by the Playground Fund. Close to 60% of this amount is committed to salaries, nearly 23% is in a maintenance allocation whose specific purpose is not delineated, and approximately 8.5% is committed to benefits (hospitalization, dental and life insurance, and pensions). The remaining amount (approximately 9%) is designated for commodities, services other than personnel, and buildings.

The average 1983-84 salary and benefits of Playground Fund teachers totaled $35,191. Salaries range from a low of $21,189 to a high of $34,891. And in addition, teachers each receive benefits of $4,847. Playground attendants (custodians) average $14,614 in annual salary plus an average of $957 in benefits. Recreational Coordinators average $38,780 in salary in addition to benefits. Tradespersons average $22,250, and clerks average $12,379. In addition to salaries, all employees receive medical benefits and contributions to their pension funds.

In the budget for 1982-1983, $8,102,013 was appropriated for the Playground Fund. Actual expenditures, as revealed by an end of the year accounting, were $8,018,125. Referring to Table XII, only Pensions and Benefits cost more than the budgeted amount. The Maintenance Allocation was equal to the amount budgeted. All other categories spent less than the amount budgeted yielding a balance of $83,888. In Salaries there was a saving of $180,067 over the budgeted amount; in Commodities, a $43,545 saving, in Services other than Personnel, a $14,347 saving, and in Buildings, a $28,191 saving. Pensions and Benefits cost $182,212 more than anticipated. It is not clear from the budget or from the year end accounting how much of the Maintenance Allocation appropriation was spent, or for what purposes it was expended.

A comparative look at the FY 1983 budget and actual expenditures for the Playground Fund and the FY 1984 budget reveals the range of expenditures to be very close in all but two areas. Of the $8,102,013 budgeted for 1982-1983, about 68% of the amount was committed to salaries. The actual expenditure in this area was about 66.5%. Of the $9,650,023 budgeted for 1983-1984, about 58.5% was committed to salaries. The recreational staff, whose salaries are charged to the Playground Fund, remained at the same level as in 1982-1983 though later in the year they won a salary increase. Under the Maintenance Allocation, the amounts appropriated to the Playground Fund for 1982-1983 and 1983-1984 were $1,098,213 and $2,216,616, respectively. The entire allocation in this category for both years was recorded as expended. The Maintenance Allocation amounted to approximately 13.5% in 1982-1983, and almost 23% in 1983-1984. While no line item has been found in the budget to account for

Table XII
SCHOOL PLAYGROUND AND RECREATION FUND
Summary Statement of Appropriations
(Reorganized by Type of Expenditure)

	1982-1983 BUDGET*	1982-1983 EXPENDITURES	1983-1984 BUDGET	1983-1984 EXPENDITURES	1984-1985 BUDGET**
COMPENSATION ITEMS					
Teachers Sal.	$3,966,309	$3,863,758	$4,070,821	$4,082,769	$4,449,204
Career Serv Sal.	$1,552,879	$1,475,863	$1,591,081	$1,559,149	$1,621,084
Teacher Pension	$118,806	$258,751	$268,488	$283,379	$282,334
Career Serv Pen	$48,437	$66,984	$109,384	$78,374	$113,776
Group Hosp/Dental	$398,565	$423,735	$446,085	$489,532	$364,856
Life Insurance	$5,000	$5,000	$6,877	$0	$5,929
	$6,090,496	$6,094,091	$6,492,736	$6,493,203	$6,837,183
Commodities					
Supplies	$117,200	$94,113	$111,300	$89,102	$111,300
Fuel	$100,000	$100,000	$114,967	$114,967	$137,995
Electricity/gas	$100,000	$79,542	$100,000	$100,000	$50,000
	$317,200	$273,655	$326,267	$304,069	$299,295
SERVICES					
Prof/tech services	$2,000	$1,995	$2,000	$1,975	$2,000
Dues,membership	$100	$62	$100	$62	$100
Telephone	$18,000	$18,000	$18,000	$21,056	$25,000
Transportation	$14,304	$0	$14,304	$10,125	$14,304
	$34,404	$20,057	$34,404	$33,218	$41,404
BUILDINGS					
Repair/Replace	$240,000	$238,447	$240,000	$239,949	$240,000
Permanent Improve	$300,000	$273,996	$300,000	$270,234	$300,000
Equipment	$20,000	$19,366	$40,000	$38,146	$50,000
	$560,000	$531,809	$580,000	$548,329	$590,000
MAINTENANCE ALLOCATION	$1,098,313	$1,098,313	$2,216,616	$2,216,616	$1,509,650
CONTINGENCY PROJECT	$1,600	$200	$0	$800	$0
TOTAL APPROPRIATIONS	$8,102,013	$8,018,125	$9,650,023	$9,596,235	$9,277,532

*Budget does not include total pension costs
**Salary does not include raises won in contract negotiations

these specific expenditures, stadia improvement has been reported as one area of such expenditures. Generally, any improvement, replacement, or repair, whether done by Board staff or by outside contractors, is paid for from this account. Extra receipts from the Playground Fund levy are budgeted into the Maintenance Allocation as an undesignated slush fund.

The greatest variation among the other budget categories occurred under Pensions and Benefits. The FY 1983 budget anticipated expenditures of about 7% of the Fund's receipts. The actual expenditure was about 9%. The FY 1984 budget called for approximately an 8.5% expenditure. The remaining three categories, Commodities, Services other than Personnel, and Buildings, vary by less than 1%. Expenditures in FY 1984 generally followed budgeted amounts.

The Bureau of Health, Physical Education, Recreation and Safety coordinates the Playground Program. Within this department, however, only "Recreation" relates to the Playground Program, carrying permissible charges to the Playground Fund. The salary of the Bureau's director is not charged to the Playground Fund because he oversees other areas as well.

Concern has been expressed that the Playground Fund was being illegally charged for work done on and in school buildings. The Playground Fund was thought to have been charged with the cost of replacing lights on a school and the painting of a school cafeteria. Playground attendants have been reported to have done normal in-school custodial work. The fact that the Maintenance Allocation expenditures match the budget exactly indicates this figure represents a "charge off" figure, but no investigation was attempted to substantiate or refute the charges noted above.

The annual budget has some built-in priorities. There is little discretion available to administrators on salaries and benefits. The budget, in these two areas, reflects the agreements of the Chicago Board of Education with its various employee groups. Each playground receives a yearly allotment of $100 for supplies and equipment. As much as $500 additional per playground is allocated from the Central Office supplies budget, with special funds being provided for some city-wide events. Utility costs also are an area of little flexibility. But, money for Dues, Memberships, and Subscriptions, Contingency Projects (miscellaneous charges), and Transportation can be manipulated. These areas do not involve large sums of money. The larger sums of manipulable money exist in the Buildings account (over $500,000) and in the Maintenance Allocation ($2,216,616 in the FY 1984 budget).

APPENDICES

A. Philosophy of Education - Curriculum Guide to Playground Programs

B. Listing of Activities at Individual Playgrounds

C. Responsibilities of Recreation Coordinators

D. Residual Benefits Comparisons with Nearby Schools

E. Attendance Records at Selected Playgrounds

APPENDIX A

Chicago Public Schools

PHILOSOPHY OF EDUCATION

The guiding principles of the Chicago public schools were developed cooperatively by teachers, administrators, and members of the Parent-Teacher Association and other community organizations. These principles contain the accepted philosophy of education of the Chicago public schools which underlies the education program and the systemwide goals and objectives.

Education Serves All People in a Democracy -

In our democratic society, the equal and adequate services of the public schools must be available to all the children of all the people and must offer to each according to his/her capacity, development of understandings, skills, and ideals that will make our democracy vital and enduring.

Education Develops High Democratic Ideals -

The democratic ideals which the schools seek to develop include a profound respect for the dignity and worth of every human being regardless of physical, racial, religious, economic, social, or national background; a recognition of equality of opportunity for all; an acceptance of all the implications involved in the ideal of justice for all; and an appreciation of the fact that a variety of talents contributes to the common welfare.

Education Changes Behavior -

Education is a process by which a desirable change in behavior is made. As a result, people learn to think, feel, and act more effectively than they did before. In attempting to improve the behavior of people, education concerns itself with the development of the whole personality. It is concerned with helping people to guide their conduct by reason; to use intelligence in reaching decisions rather than blind obedience, habit, or prejudice; to acquire a knowledge of self and an understanding of the consequences of behavior.

Education Deals with All Aspects of Life -

In carrying out their educational responsibilities, the schools must recognize and respond to all those aspects of life -- moral, ethical, social, economic, civic -- in which people need to exercise intelligence and understanding. The schools must aim to equip young people mentally, physically, and spiritually so that they can take a competent and effective part in our everyday life, contribute to the welfare of others, and make their lives happy and good.

Education Functions Through Many Agencies -

The public schools are a unifying agent which serves to strengthen and coordinate the educative work of the home, church, and other community organizations.

Education Continues throughout Life -

To accomplish their function in our democracy, the schools must help young people to recognize the necessity of a continuing education and must provide the incentives, skills, and opportunities for such continuance of learning throughout life.

Education Aims at Self-Direction -

The public schools seek to develop people who exercise initiative and guide their efforts through self-direction. Through the help of the schools, a young person must learn to take responsibility for his/her own continuing education and development and to use effectively the resources at his/her command.

Education Provides for Intelligent Adjustment to Social Change -

The task of the public schools is to help induct young people into adulthood in our present society and to help them to work toward the improvement of that society. The schools must develop responsible citizens who willingly participate in public affairs and in other forms of worthwhile civic activities. People not only should acquire the knowledge, habits and skills needed to enable them to take part in the world as they find it; they must also learn to accept the idea of social growth and change. The schools must develop in people ideals and understandings that will lead them to contribute to the continuous improvement of American life.

Source: "Curriculum Guide to Playground Programs"

APPENDIX B

Activities at Individual Playground Programs 1983-84

Playground	Low Organized Games	Midget Relays	Low Organ Tournaments	Academic activities	tutoring	pre-school	Babysitting	Dramatics	Forestry	Arts & Crafts	Total Activities:	Gymnastics	Shuffleboard	Kite Flying	Jackstones	Singing Games	Folk Dancing	Square Dancing	Social Dancing	Modern/Aerobic Dance	Basketball	Clog w/Tap Dance	Group Singing	Toy Boats	Ultimate Frisbee	Cheerleading	Aerobics	Softball	Basketball	Football	Soccer	Volleyball	Floorhockey	Ice Hockey	Track & Field	Wrestling	Sledding	Weight Lifting	Ping Pong	Table Tennis	Horseshoes	Ice Skating - Free	Table Games	Efficiency Tests	Special Events	Boards of Ed Competition	Hopscotch Bean Bag	O'Leary	Post Jumps	Table Tennis	Softball	Basketball	Football	Volleyball	Track & Field	Wrestling
Agassiz	31	5	3							•	30	•	•	•	•				•		•					•	•					•		•					•	•	•	9	5	6	10	•		•	•	•	•	•	•	•	•		
Audubon	0	1	0	•						•	15								•							•	•					•		•					•	•	•	5		4	5													
Avalon Park																																																											
Balding	23	6	3							•	38	•		•	•				•		•					•	•					•		•					•	•	•	13	10	2	12	•	•	•	•	•	•	•	•	•	•		
Bennett	5	2	0					•		•	22	•			•	•					•					•	•					•		•					•	•	•	6	0	2	10	•	•	•	•	•	•	•	•	•	•		
Brentano	2	6	3								36	•			•	•	•				•					•	•					•		•					•	•	•	1	2	3	10	•	•	•	•	•	•	•	•	•	•		
Budlong	10	5	1		•			•	•	•	27			•	•	•					•				•	•	•					•		•					•	•	•	11		2	9	•	•	•	•	•	•	•	•	•	•		
Burley	12	2	3		•					•	25	•	•	•	•	•					•				•	•	•					•		•					•	•	•	9		1	10	•	•	•	•	•	•	•	•	•	•		
Burroughs	10	2	3							•	45	•	•	•		•	•	•	•	•	•		•	•	•	•	•					•		•					•	•	•	7			10	•	•	•	•	•	•	•	•	•	•		
Cameron	10	2	0							•	19	•	•						•		•					•	•					•		•					•	•	•	11		4	9			•	•	•	•	•	•	•	•		
Carter	21	7	2	•			•		•	•	32	•	•			•			•		•					•	•					•		•					•	•	•	13	5	9	9	•		•	•	•	•	•	•	•	•		
Copernicus	11	13	3					•	•	•	36	•	•	•	•			•	•		•			•		•	•					•	•	•					•	•	•	8	1	5	10	•	•	•	•	•	•	•	•	•	•		
Corkery																																																												
Davis	10	35	3					•	•	•	44	•	•	•		•		•	•		•			•		•	•					•		•					•	•	•	5	6	6	11	•		•	•	•	•	•	•	•	•		
Delano	4	4	4							•	18										•					•	•												•	•			0	3	7			•			•	•	•	•	•	•		
Douglas	15	8	-		•					•	35	•	•	•	•	•	•	•	•		•			•		•	•					•		•					•	•		6	4	4	7					•	•	•	•	•	•		
Earle																																																											
Everet																																																											
Fiske	17	5	3		•	•		•		•	33	•	•			•			•	•	•					•	•	•							•				•			12	12	9	12	•	•	•	•	•	•	•	•	•	•		
Fulton																																																											
Gallistel	4	4	1					•			•	32	•			•	•			•		•			•		•	•					•		•					•	•		6	0	4	8					•	•	•	•	•	•		
Gary	6	+	+					•	•	•	•	29	•	•	•	•	•			•	•	•					•	•					•		•					•	•	•	14	1	4	10	•	•			•	•	•	•	•	•		
Gladstone	27	8	5	•				•	•	•	•	33	•	•	•		•	•			•			•			•	•					•		•					•	•	•	19	2	5	9			•		•	•	•	•	•	•		
Goethe	9	2	+	•			•		•	•	•	44		•			•	•		•	•			•			•	•					•		•					•	•	•	0	3	4	9	•	•	•		•	•	•	•	•	•		
Hanson Park	33	9	6					•			•	40	•	•	•	•	•			•		•					•	•					•		•					•	•	•	25	11	4	13	•	•			•	•	•	•	•	•		
Hawthorne	12	7	2								•	37	•	•	•	•	•				•			•	•		•	•					•		•					•	•	•	11	4	3	11	•	•	•		•	•	•	•	•	•		
Hoyt	3	3	1								•	31	•			•	•				•						•	•					•		•					•	•	•	8	2	3	11	•	•	•		•	•	•	•	•	•		
Henry	8	5	2					•	•	•	•	31	•			•	•			•				•			•	•					•		•					•	•	•	6	6	3	10	•	•	•		•	•	•	•	•	•		
Howe																																																											
Hahn	46	4	2							•	•	27	•	•		•	•	•	•	•		•					•	•					•		•					•	•		7	4	4	11	•	•	•		•	•	•	•	•	•		
Jamdale Acad.										•	20	•	•	•					•		•						•													•	•		6	1	2	7					•	•	•	•	•	•		
Delayne	12	6	3							•	32	•	•	•	•			•	•	•	•						•													•	•		7	3	1	13	•	•	•		•	•	•	•	•	•		
Lloyd	16	11	6							•	34	•	•	•	•			•			•				•		•													•	•		30	4	4	7	•	•			•	•	•	•	•	•		

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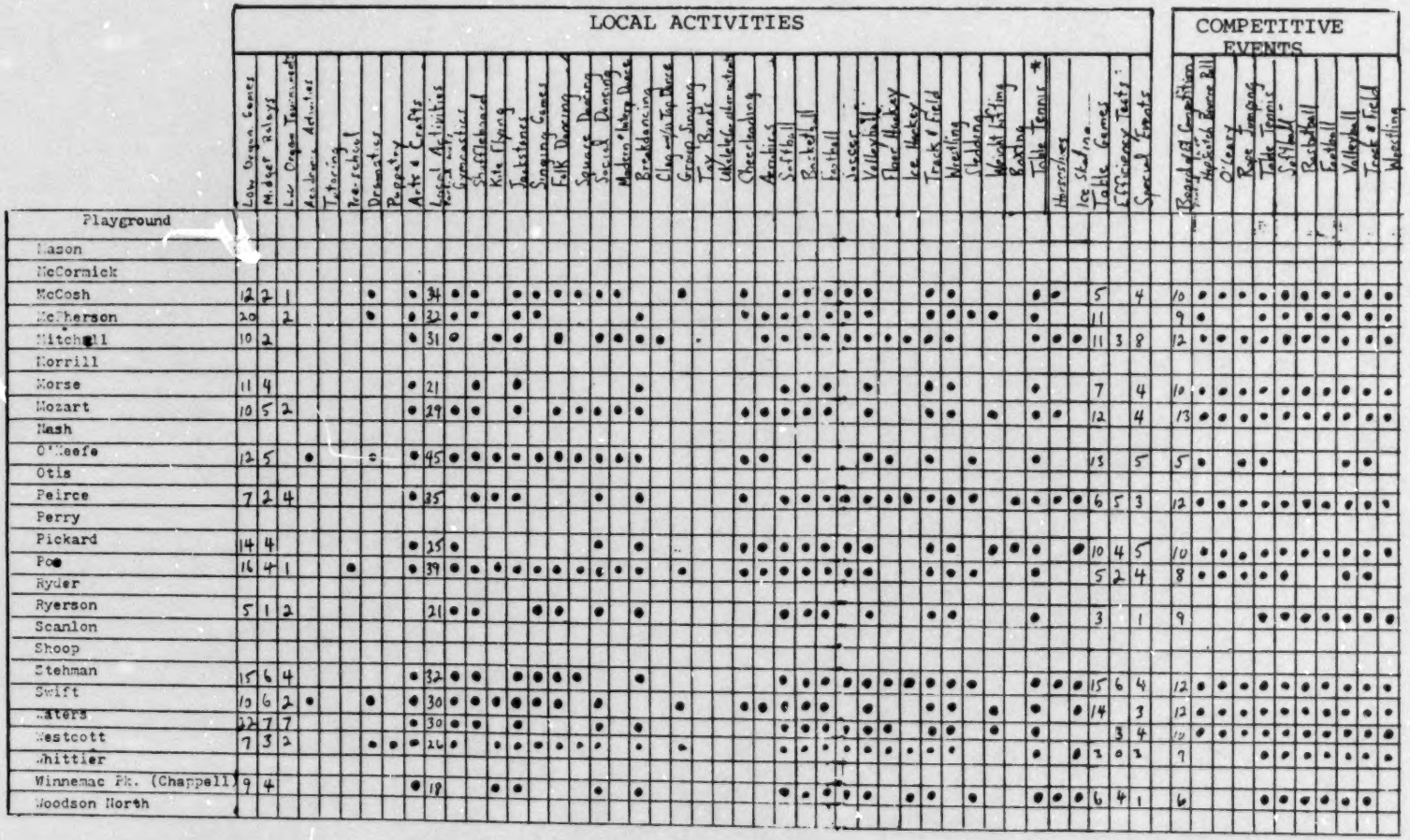
APPENDIX B-2



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BOARD OF EDUCATION OF THE CITY OF CHICAGO

Bureau of Health, Physical Education, Recreation and Safety

PLAYGROUND LEAGUES

SECTION A - Joseph Giagnorio — 935-8843

LEAGUE 1	LEAGUE 2	LEAGUE 3	LEAGUE 4
1. HAYT	1. BUDLONG	1. AUDUBON	1. AGASSIZ
2. PEIRCE	2. McPHERSON	2. BELDING	2. BURLEY
3. SWIFT	3. WATERS	3. HENRY	3. HAWTHORNE
4. BYE	4. WINNEMAC PARK	4. STEHMAN	4. LEMOYNE

SECTION B - Barbara Emerson — 622-5047

LEAGUE 5	LEAGUE 6	LEAGUE 7	LEAGUE 8
1. HANSON PARK	1. BRENTANO	1. EMMET	1. CAMERON
2. LLOYD	2. GOETHE	2. HOWE	2. DELANO
3. MOZART	3. MITCHELL	3. NASH	3. MORSE
4. BYE	4. OTIS	4. BYE	4. RYERSON

SECTION C - Jerome James — 261-4900

LEAGUE 9	LEAGUE 10	LEAGUE 11	LEAGUE 12
1. GLADSTONE	1. CORKERY	1. BURROUGHS	1. CARTER
2. LAWSON	2. GARY	2. DAVIS	2. DOUGLAS
3. PICKARD	3. MASON	3. FULTON	3. FORRESTVILLE
4. WHITTIER	4. McCORMICK	4. MORRILL	4. BYE

SECTION D - R. LaMont Shields — 483-6623

LEAGUE 13	LEAGUE 14	LEAGUE 15	LEAGUE 16
1. AUBURN PARK	1. AVALON PARK	1. GALLISTEL	1. BENNETT
2. COPERNICUS	2. FISKE	2. PERRY	2. KOHN
3. EARLE	3. McCOSH	3. POE	3. SCANLAN
4. RYDER	4. O'KEEFE	4. BYE	4. SHOOP

APPENDIX C

RESPONSIBILITIES OF RECREATION COORDINATORS
(as of June 22, 1984)

COORDINATOR	GENERAL RESPONSIBILITIES	INTERSCHOLASTIC SPORTS
Emerson, Barbara 15 Playgrounds	Supervises Districts LeMoyne, Hawthorne, Burley, Agassiz, Avondale, Brentano, Goethe, Mozart, Cameron, Ryerson, Morse, Mitchell, Otis, Whittier, Pickard	Hot Shot Basketball - Jr. Girls Volleyball - Intermediate Girls Hop Scotch - Midget Girls Relay Games - Midget Girls Batball - Midget Girls High School Girls Basketball High School Girls Volleyball
Giagnorio, Joseph 10 Playgrounds	Stadium Director, Lane Supervises Districts Hayt, Swift, Pierce, McPherson, Waters, Budlong, Winnemac, Henry, Belding,	Track and Field - Boys & Girls Football Relays - Midget Boys Co-ed Table Tennis Table Tennis - Jr. Boys Table Tennis - Jr. Girls High School Girls Track
James, Jerome 10 Playgrounds	Stadium Director - Rockne Supervises Districts Lawson, Gladstone, Douglas, Forrestville, Davis, Burroughs, McCormick, Gary, Corkery, Mason	Wrestling Co-ed Volleyball Touch Football - Jr. Boys High School Ice Skating
Shields, Ronnie 18 Playgrounds	Supervises Districts Morrill, Fulton, Earl, Copernicus, Carter, Fiske, McCosh, O'Keeffe, Avalon Park, Auburn Park, Ryder, Perry, Gallistel, Poe, Bennett, Kohn, Shoop, Scanlan	Basketball, Boys, Jr. - Inter. Punt-Pass-Kick Softball - Jr. Girls High School Cross-Country - Boys High School Track & Field - Boys
Tolson, Herschel	Central Office Coordinates activities of all Recreational personnel - Provides substitutes - Monitors playground payroll - Maintains competitive activities program - Monitors supply requisitions	High School Football
Wilkie, Robert 6 Playgrounds	Stadium Director - Winnemac Supervises Districts Hanson, Lloyd, Howe, Nash, Delano, Emmet	Softball - Midget Boys Softball - Jr. Boys Softball Inter. Girls Table Tennis - Inter. Boys Table Tennis - Inter. Girls
Stadium Directors		
Chris Filler James Hart	Winnemac Eckersall	

APPENDIX D
COMPARISON OF RESIDUAL BENEFITS
WITH CLOSEST NEIGHBORING SCHOOLS

PLAYGROUND SCHOOLS Comparison Schools	Racial Ethnic Composition					6th Gd Tests		Attendance	Vandalism
	White	Black	Amer/ Ind Alaskan	Asian/ Pacif	Hisp	Reading	Math		Costs 82-83
AGASSIZ	33.7%	11.0%	0.7%	5.0%	49.6%	6.6	6.5	94.1%	$300
Alcott	31.6	33.0	0.0	3.3	31.3	7.1	7.2	92.2	0
Morris	20.0	15.4	0.4	3.1	61.0	6.6	7.2	92.2	0
Nettlehorst	26.6	38.7	0.4	5.4	28.8	6.1	6.3	93.7	300
AUDUBON	55.0	0.4	0.4	2.7	41.4	6.3	6.6	93.4	300
Bell	59.5	11.2	0.9	8.0	20.5	7.1	7.5	94.3	275
Jahn	48.4	2.3	1.5	4.7	43.1	6.3	6.8	92.6	475
Hamilton	47.4	4.6	1.5	2.6	43.8	6.4	7.0	91.3	0
AVALON PARK	0.0	100.0	0.0	0.0	0.0	6.0	6.3	94.0	0
Sbarbaro	0.1	99.9	0.0	0.0	0.0	6.4	6.5	92.8	0
Ruggles	0.0	100.0	0.0	0.0	0.0	6.3	6.6	94.0	0
Pirie	0.2	99.8	0.0	0.0	0.0	7.0	7.2	95.2	0
AVONDALE (STEHMAN)	25.3	2.8	0.6	2.2	69.0	5.9	6.6	94.0	400
Monroe	38.1	5.0	0.0	2.9	54.0	6.2	6.8	93.9	1,120
Linne	46.6	2.0	0.8	3.7	46.9	6.6	6.8	91.8	535
Reilly	57.4	14.7	1.2	2.5	24.3	6.2	7.1	94.8	1,500
BELDING	62.1	9.1	0.4	12.1	16.2	6.4	7.3	93.4	375
Portage Park	66.2	22.3	0.2	4.2	7.3	7.1	7.6	94.2	700
Haugan	50.8	1.5	1.1	17.3	29.4	6.7	7.3	92.5	2,278
Volta	47.0	2.9	0.2	28.1	21.6	6.4	7.8	94.9	854
BENNETT	0.0	99.6	0.0	0.2	0.2	6.8	6.5	94.7	100
Smith	0.1	98.9	0.0	0.0	1.0	6.0	6.3	95.2	0
Shedd (Bennett Br)	0.0	100.0	0.0	0.0	0.0	7.2	7.0	95.8	0
L. Hughes	0.0	100.0	0.0	0.0	0.0	7.8	6.8	95.0	0
BRENTANO	24.6	1.3	0.1	1.3	72.8	6.6	6.8	94.8	330
Schneider	26.6	19.1	1.4	0.7	52.3	6.7	7.3	94.2	875
Monroe	38.1	5.0	0.0	2.9	54.0	6.2	6.8	93.9	1,120
Darwin	9.3	9.6	0.1	0.8	80.4	5.9	6.1	92.5	700
BUDLONG	69.1	10.3	0.0	10.9	9.7	6.7	7.6	95.0	0
Peterson	62.4	4.7	0.2	23.2	9.7	7.1	7.5	95.8	300
Hibbard	36.7	2.9	0.9	24.5	34.9	6.0	7.1	94.1	30
Jamieson	60.6	5.1	0.6	22.5	11.3	7.0	7.7	95.8	600
BURLEY	49.0	3.4	0.4	2.2	45.0	5.0	5.8	91.1	9,413
Jahn	48.4	2.3	1.5	4.7	43.1	6.3	6.8	92.6	475
Schneider	26.6	19.1	1.4	0.7	52.3	6.7	7.3	94.2	875
Hamilton	47.4	4.6	1.5	2.6	43.8	6.4	7.0	91.3	0

PLAYGROUND SCHOOLS Comparison Schools	Racial Ethnic Composition					6th Gd Tests		Attendance	Vandalism
	White	Black	Amer/ Ind Alaskan	Asian/ Pacif	Hisp	Reading	Math		Costs 82-83
BURROUGHS	49.7	13.1	0.9	0.3	35.9	6.6	7.0	93.4	0
Everett	58.4	7.3	0.3	1.0	33.0	6.7	7.2	93.6	4,434
Shields	67.1	1.5	0.0	0.3	31.1	6.7	7.3	92.9	1,974
Gunsaulus Academy	51.3	20.1	0.0	0.5	28.1	7.0	7.2	94.3	50
CAMERON	4.3	45.0	0.1	0.4	50.2	5.7	6.6	91.0	2,030
Lowell	2.3	24.4	0.0	1.0	72.3	5.4	6.1	91.5	275
Stowe	10.0	4.9	0.0	0.8	84.2	5.0	5.8	92.3	5,917
Nobel	13.0	5.1	0.0	0.2	81.6	5.1	6.4	93.0	500
CARTER	0.0	100.0	0.0	0.0	0.0	4.8	4.9	90.8	3,900
Ross	0.0	100.0	0.0	0.0	0.0	4.8	5.5	91.7	1,694
Sherwood	0.0	99.7	0.0	0.0	0.3	5.1	5.9	91.2	0
Burke	0.0	100.0	0.0	0.0	0.0	4.7	5.1	90.1	270
COPERNICUS	0.0	100.0	0.0	0.0	0.0	5.6	5.9	93.4	1,580
Beale	0.0	100.0	0.0	0.0	0.0	6.0	6.2	91.5	1,080
Bontemps	0.0	100.0	0.0	0.0	0.0	5.9	6.7	93.8	30
Henderson	0.0	100.0	0.0	0.0	0.0	4.9	5.9	92.0	425
CORKERY	1.9	38.0	0.0	0.0	60.1	6.0	6.5	93.5	235
Whitney	5.0	0.0	0.1	0.5	94.5	6.1	7.0	95.6	2,187
C.E. Hughes	0.0	100.0	0.0	0.0	0.0	5.3	6.1	93.2	2,020
Paderewski	0.2	99.5	0.0	0.0	0.4	6.2	6.8	93.1	830
DAVIS	34.4	1.2	0.0	1.5	63.0	6.5	6.6	94.6	240
Shields	67.1	1.5	0.0	0.3	31.1	6.7	7.3	92.9	1,974
Gunsaulus Academy	51.3	20.1	0.0	0.5	28.1	7.0	7.2	94.3	50
DELANO	0.0	99.5	0.3	0.0	0.1	5.9	6.6	92.1	125
Melody	0.2	99.7	0.0	0.0	0.2	5.6	6.4	93.5	150
Hefferan	0.0	100.0	0.0	0.0	0.0	5.7	5.6	92.9	0
Tilton	0.0	99.9	0.0	0.0	0.1	6.4	7.0	92.1	25
DOUGLAS	0.0	100.0	0.0	0.0	0.0	5.4	6.1	91.1	6,370
Doolittle	0.0	100.0	0.0	0.0	0.0	5.9	6.0	89.6	0
Abbott	1.5	98.3	0.0	0.2	0.0	5.3	5.6	91.5	100
Raymond	0.0	99.8	0.0	0.0	0.2	6.2	6.7	91.1	35
EARLE	0.0	100.0	0.0	0.0	0.0	6.2	6.6	92.6	920
Goodlow	23.1	76.9	0.0	0.0	0.0	6.3	7.2	94.7	200
Bunche	0.0	100.0	0.0	0.0	0.0	5.6	6.1	92.9	0
Bontemps	0.0	100.0	0.0	0.0	0.0	5.9	6.7	93.8	30
EMMET	0.0	99.9	0.1	0.0	0.0	5.5	5.8	92.0	0
DePriest	0.0	100.0	0.0	0.0	0.0	4.7	5.5	92.1	0
Ellington	0.2	99.8	0.0	0.0	0.0	4.8	5.7	93.1	0
Spencer	0.0	100.0	0.0	0.0	0.0	5.0	5.6	89.9	50

PLAYGROUND SCHOOLS Comparison Schools	Racial Ethnic Composition					6th Gd Tests		Attendance	Vandalism
	White	Black	Amer/ Ind Alaskan	Asian/ Pacif	Hisp	Reading	Math		Costs 82-83
FISKE	0.0	100.0	0.0	0.0	0.0	5.3	6.0	92.3	1,230
Dulles	0.0	100.0	0.0	0.0	0.0	5.6	5.6	91.4	0
Sexton	0.0	100.0	0.0	0.0	0.0	5.6	5.8	91.7	600
Wadsworth	0.0	100.0	0.0	0.0	0.0	5.4	6.0	91.9	0
(FORRESTVILLE) WOODSON	0.0	100.0	0.0	0.0	0.0	5.7	6.2	88.3	400
Fuller	0.0	100.0	0.0	0.0	0.0	5.7	6.4	89.4	0
Mollison	0.0	100.0	0.0	0.0	0.0	5.4	6.4	90.9	850
Beethoven	0.0	100.0	0.0	0.0	0.0	4.9	5.9	90.5	250
FULTON	13.8	16.5	0.1	0.5	69.3	5.7	6.5	92.7	45
Henderson	0.0	100.0	0.0	0.0	0.0	4.9	5.9	92.0	425
Libby	2.2	65.3	0.5	0.2	31.7	5.7	6.5	93.7	245
Nightingale	66.2	1.0	0.3	0.7	31.9	6.3	7.2	92.1	400
GALLISTEL LANG. ACAD.	49.3	20.5	0.0	1.1	29.0	6.4	7.1	93.4	0
Addams	61.1	15.4	0.0	0.0	23.5	6.0	6.7	94.5	0
Taylor	42.2	6.1	0.0	0.0	51.8	6.5	7.5	94.6	975
Bright	12.8	10.7	0.2	0.2	76.2	5.6	6.4	93.6	920
GARY	3.7	0.0	0.0	0.0	96.4	3.0	3.5	95.2	3,932
Whitney	5.0	0.0	0.1	0.5	94.5	3.5	3.6	95.6	2,187
Burns	1.3	3.1	0.1	0.2	95.4	3.9	4.5	94.8	1,412
Cardenas	2.8	2.3	0.1	0.0	94.8	3.9	3.9	93.6	1,090
GLADSTONE	0.0	100.0	0.0	0.0	0.0	5.3	6.0	92.7	1,050
Chalmers	0.0	100.0	0.0	0.0	0.0	5.4	6.4	92.4	325
Irving	6.3	33.9	0.0	3.0	56.8	5.7	6.3	93.2	350
Riis	0.0	100.0	0.0	0.0	0.0	5.3	6.3	91.3	0
GOETHE	19.3	1.9	0.0	0.8	78.0	6.4	7.0	95.0	0
Darwin	9.3	9.6	0.1	0.8	80.4	5.9	6.1	92.5	700
Pulaski	14.6	5.8	0.0	0.7	78.9	5.6	6.4	93.0	470
Chase	17.2	2.7	0.0	0.5	79.7	6.0	6.2	93.9	325
HANSON PARK	60.3	14.3	0.1	2.4	22.8	5.7	6.3	92.7	1,110
Schubert	53.7	28.6	0.3	1.9	15.5	6.1	6.4	93.5	100
Lyon	66.9	28.5	0.0	0.2	4.3	6.7	7.1	93.8	30
Nixon	19.6	0.1	5.1	2.4	77.8	6.0	6.0	93.6	1,778
HAWTHORNE SCHOLAST ACAD	25.1	11.3	1.2	4.4	58.0	6.7	7.0	95.1	250
Morris	20.0	15.4	0.4	3.1	61.0	6.7	7.2	92.2	0
Hamilton	47.4	4.6	1.5	2.6	43.8	6.4	7.0	91.3	0
Nettlehorst	26.6	38.7	0.4	5.4	28.8	6.1	6.3	93.7	300
HAYT	49.5	11.1	1.1	20.2	18.1	7.1	6.8	92.6	1,285
Stone Scholast Acad	53.6	8.7	0.7	28.2	8.7	6.3	7.1	94.6	690
Kilmer	44.7	17.4	0.3	10.6	26.9	6.7	7.1	92.3	50
Clinton	67.0	1.9	0.0	21.8	9.2	7.5	7.9	94.6	1,000

PLAYGROUND SCHOOLS Comparison Schools	Racial Ethnic Composition					6th Gd Tests		Attendance	Vandalism
	White	Black	Amer/ Ind Alaskan	Asian/ Pacif	Hisp	Reading	Math		Costs 82-83
HENRY	61.9	0.7	0.2	6.0	31.1	6.6	6.4	90.9	2,053
Bateman	53.5	0.2	0.8	15.6	29.9	6.1	6.6	92.2	260
Haugan	50.8	1.5	1.1	17.3	29.4	6.7	7.3	92.5	2,278
Cleveland	65.8	7.7	0.0	6.6	19.9	6.8	7.4	92.8	55
HOWE	1.0	98.7	0.0	0.0	0.2	5.0	5.6	93.3	1,100
Hay	0.3	98.3	0.0	0.3	0.9	5.0	5.3	92.9	155
Byford	0.5	99.2	0.0	0.0	0.3	4.8	5.6	93.5	975
Key	1.3	97.6	0.0	0.0	1.1	5.1	5.7	93.8	0
KOHN	0.0	99.9	0.0	0.0	0.1	5.6	6.2	93.8	642
L. Hughes	0.0	100.0	0.0	0.0	0.0	7.8	6.8	95.0	0
Washington	59.6	27.4	0.0	0.2	12.7	7.0	7.3	94.9	760
Cullen	0.0	100.0	0.0	0.0	0.0	6.3	6.8	95.7	150
LAWNDALE ACAD (LAWSON)	0.1	99.6	0.0	0.0	0.2	5.4	6.2	93.5	8,196
Herzl	0.0	100.0	0.0	0.0	0.0	6.1	6.3	93.0	1,755
Henson	0.0	100.0	0.0	0.0	0.0	5.4	5.8	94.3	0
Lathrop	0.0	100.0	0.0	0.0	0.0	4.8	5.5	92.6	1,500
LEMOYNE	13.0	31.7	1.1	7.1	47.0	6.3	6.9	92.5	550
Nettlehorst	26.6	38.7	0.4	5.4	28.8	6.1	6.3	93.7	300
Morris	20.0	15.4	0.4	3.1	61.0	6.7	7.2	92.2	0
Alcott	31.6	33.8	0.0	3.3	31.3	7.1	7.2	92.2	0
LLOYD	52.6	0.7	0.3	2.9	43.5	6.1	6.5	92.9	590
Lewis	14.8	54.8	0.0	2.1	28.3	6.2	7.2	93.4	950
Nixon	19.6	0.1	0.1	2.4	778.0	6.0	6.0	93.6	1,778
Nobel	13.0	5.1	0.0	0.2	81.6	5.1	6.4	93.0	500
MASON	0.1	99.8	0.0	0.0	0.1	5.4	6.3	93.8	9,140
C.E. Hughes	0.0	100.0	0.0	0.0	0.0	5.3	6.1	93.2	2,020
Paderewski	0.2	99.5	0.0	0.0	0.4	6.2	6.8	93.1	830
Penn	1.3	94.7	0.0	0.0	4.1	5.7	6.3	93.4	665
McCORMICK	2.4	0.4	0.0	0.0	97.2	5.8	6.5	94.1	6,030
Burns	1.3	3.1	0.1	0.2	95.4	6.0	6.6	94.8	1,412
Spry	3.0	3.8	0.0	0.0	93.3	5.4	6.2	93.5	880
Cardenas	2.8	2.3	0.1	0.0	94.8	3.9	3.9	93.6	1,090
McCOSH	0.0	100.0	0.0	0.0	0.0	5.8	6.2	92.0	1,075
Bradwell	0.1	99.5	0.0	0.0	0.4	6.3	6.5	91.6	450
Dulles	0.0	100.0	0.0	0.0	0.0	5.6	5.6	91.4	0
Dumas	0.0	100.0	0.0	0.0	0.0	5.7	5.9	93.2	0
McPHERSON	41.6	1.6	0.9	10.8	45.1	6.6	7.1	92.6	9,185
Ravenswood	25.2	10.0	0.8	12.4	51.7	5.9	6.3	92.6	0
Trumbull	36.7	9.6	1.0	17.3	35.4	6.2	6.8	92.5	0
McCutcheon	10.9	39.6	1.9	38.1	9.4	3.4	5.9	90.8	400

PLAYGROUND SCHOOLS Comparison Schools	Racial Ethnic Composition					6th Gd Tests		Attendance	Vandalism
	White	Black	Amer/ Ind Alaskan	Asian/ Pacif	Hisp	Reading	Math		Costs 82-83
MITCHELL	22.2	4.7	0.0	1.0	73.0	6.3	6.9	93.3	0
Talcott	16.0	5.2	0.3	0.3	78.2	5.9	6.4	92.4	0
Chopin	7.5	8.5	0.2	1.2	82.6	5.6	6.1	92.1	1,430
LaFayette	2.3	24.4	0.1	0.1	73.1	5.7	6.4	92.5	800
MORRILL	49.8	0.2	0.0	1.4	48.5	6.7	6.8	93.6	110
Marquette	69.3	0.8	0.5	0.9	28.6	6.6	7.1	93.1	0
Goodlow	23.1	76.9	0.0	0.0	0.0	6.3	7.2	94.7	200
O'Toole	0.1	99.9	0.0	0.0	0.0	5.1	5.7	92.2	60
MORSE	0.0	100.0	0.0	0.0	0.0	5.2	5.6	94.0	0
Ward	0.0	100.0	0.0	0.0	0.0	4.0	4.5	91.2	0
Cather	0.0	99.3	0.0	0.0	0.7	4.7	5.2	92.1	3,895
Fafayette	2.3	24.4	0.1	0.1	73.1	4.8	5.5	92.5	900
MOZART	15.8	3.6	0.2	1.8	78.5	5.7	7.1	93.2	400
Nixon	19.6	0.1	5.1	2.4	77.8	6.0	6.0	93.6	1,778
Stowe	10.0	4.9	0.0	0.8	84.2	5.0	5.8	92.3	917
Funston	10.0	7.1	0.1	0.7	82.1	5.3	6.4	93.8	570
NASH	0.1	96.1	0.0	0.0	3.7	5.1	5.5	92.7	1,205
Spencer	0.0	100.0	0.0	0.0	0.0	5.0	5.6	89.9	50
Hay	0.3	98.3	0.0	0.3	0.9	5.0	5.3	92.9	155
Tilton	0.0	99.9	0.0	0.0	0.1	5.4	5.5	92.1	25
O'KEEFE	0.1	99.9	0.0	0.0	0.0	6.1	6.3	92.3	425
Parkside Academy	0.0	100.0	0.0	0.0	0.0	5.6	6.5	94.1	608
Park Manor	0.0	100.0	0.0	0.0	0.0	6.2	6.2	93.1	0
Revere	0.0	100.0	0.0	0.0	0.0	5.4	6.4	94.0	300
OTIS	20.9	4.7	0.1	0.6	73.7	5.7	6.6	93.5	0
Talcott	16.0	5.2	0.3	0.3	78.2	5.9	6.4	92.4	0
Peabody	7.0	15.4	0.0	0.8	76.7	6.1	6.5	95.2	450
Chopin	7.5	8.5	0.2	1.2	82.6	5.6	6.1	92.1	1,430
PEIRCE	34.1	6.2	0.0	19.6	40.1	7.0	7.5	94.4	0
Trumbull	36.7	9.6	1.0	17.3	35.4	6.2	6.8	92.5	0
Jamieson	60.6	5.1	0.6	22.5	11.3	7.0	7.7	95.8	600
Goudy	12.2	33.4	2.8	20.3	31.3	5.4	6.5	91.2	0
PERRY	0.3	97.2	0.0	0.0	2.5	6.2	6.8	94.7	670
Burnside S. Academy	3.6	94.9	0.0	0.0	1.5	7.0	6.7	94.1	150
Earhart	0.0	92.6	0.0	0.0	7.4	5.5	5.9	95.1	0
Schmid	0.0	100.0	0.0	0.0	0.0	5.9	6.3	94.8	0
PICKARD	8.1	0.1	0.0	0.3	91.4	5.7	6.1	93.6	960
Cooper	3.3	0.7	0.1	0.0	96.0	6.3	6.8	93.9	100
Hammond	1.3	0.4	0.0	0.1	98.3	6.0	6.6	95.3	515
Lathrop	0.0	100.0	0.0	0.0	0.0	4.8	5.5	92.6	1,500

PLAYGROUND SCHOOLS Comparison Schools	Racial Ethnic Composition					6th Gd Tests		Attendance	Vandalism
	White	Black	Amer/ Ind Alaskan	Asian/ Pacif	Hisp	Reading	Math		Costs 82-83
POE CLASSICAL	20.9	79.1	0.0	0.0	0.0	8.7	9.2	96.7	0
Cullen	0.0	100.0	0.0	0.0	0.0	6.3	6.8	95.7	150
Smith	0.1	98.9	0.0	0.0	1.0	6.0	6.3	95.2	0
Van Vlissigen	0.0	100.0	0.0	0.0	0.0	5.7	6.0	94.0	1,020
RYDER	0.2	99.7	0.0	0.0	0.2	6.0	6.2	93.3	978
Gresham	0.0	100.0	0.0	0.0	0.0	6.3	6.8	93.9	0
M. Jackson	0.4	98.7	0.0	0.0	0.9	6.0	6.1	94.2	1,035
Morgan	0.0	100.0	0.0	0.0	0.0	6.4	6.8	94.6	0
RYERSON	0.0	99.7	0.0	0.0	0.3	5.0	5.2	91.5	100
Ward	0.0	100.0	0.0	0.0	0.0	4.0	4.5	91.2	0
Piccolo	9.7	41.3	0.1	2.3	46.5	4.4	5.2	91.6	0
Wright	0.0	100.0	0.0	0.0	0.0	4.4	5.4	92.6	0
SCANLAN	0.0	99.9	0.0	0.0	0.1	5.7	6.1	94.3	410
Curtis	0.0	99.2	0.0	0.0	0.8	6.1	6.0	93.9	400
Gompers	0.4	99.6	0.0	0.0	0.0	6.3	6.8	95.1	710
West Pullman	0.1	99.0	0.0	0.0	0.8	5.6	6.2	92.2	5,569
SHOOP	0.0	99.6	0.0	0.0	0.1	5.7	6.2	94.2	30
Whistler	0.4	99.4	0.0	0.0	0.2	6.0	5.9	94.2	2,105
Esmond	0.0	99.6	0.0	0.0	0.4	6.4	6.8	92.7	250
Clissold	72.6	24.0	0.0	1.3	2.2	7.8	8.3	95.3	10
SWIFT	14.9	59.3	0.7	15.0	10.0	6.1	6.5	90.2	900
Kilmer	44.7	17.4	0.3	10.6	26.9	6.7	7.1	92.3	50
Stone Scholast Acad	53.6	8.7	0.7	28.2	8.7	6.3	7.1	94.6	690
Goudy	12.2	33.4	2.8	20.3	31.3	5.4	6.5	91.2	0
WATERS	56.0	2.0	0.6	16.2	25.3	6.7	7.3	93.6	249
Coonley	53.1	17.8	0.0	6.2	22.9	8.2	7.6	94.5	2,875
Hibbard	36.7	2.9	0.9	24.5	34.9	6.0	7.1	94.1	30
Bateman	53.5	0.2	0.8	15.6	29.9	6.1	6.6	92.2	260
WESTCOTT (AUBURN PARK)	0.0	100.0	0.0	0.0	0.0	5.6	7.2	93.1	0
Cook	0.1	99.7	0.0	0.0	0.2	6.1	6.7	92.5	2,495
Harvard	0.0	100.0	0.0	0.0	0.0	6.4	6.9	92.5	850
Oglesby	0.0	100.0	0.0	0.0	0.0	5.7	6.7	94.4	150
WHITTIER	5.9	0.1	0.1	0.1	93.8	5.7	6.5	92.8	140
Holden	54.5	6.7	0.0	1.2	37.5	6.1	7.0	92.3	370
Cooper	3.3	0.7	0.1	0.0	96.0	6.3	6.8	93.9	100
Everett	58.4	7.3	0.3	1.0	33.0	6.7	7.2	93.6	4,434
WINNEMAC PARK (CHAPPELL SCHOOL)	58.7	0.8	1.0	11.2	28.3	6.3	7.8	94.5	966
Trumbull	36.7	9.6	1.0	17.3	35.4	6.2	6.8	92.5	0
Jamieson	60.6	5.1	0.6	22.5	11.3	7.0	7.7	95.8	600
Peterson	62.4	4.7	0.2	23.2	9.7	7.1	7.5	95.8	300

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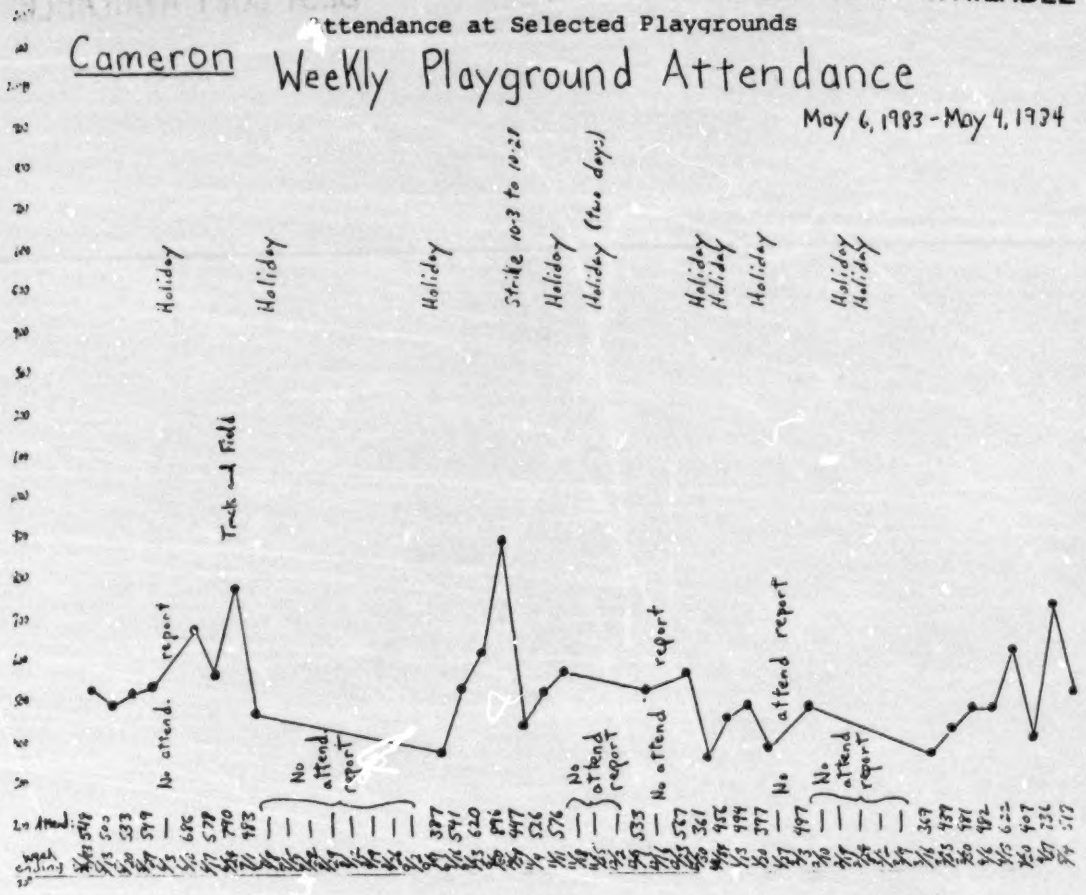
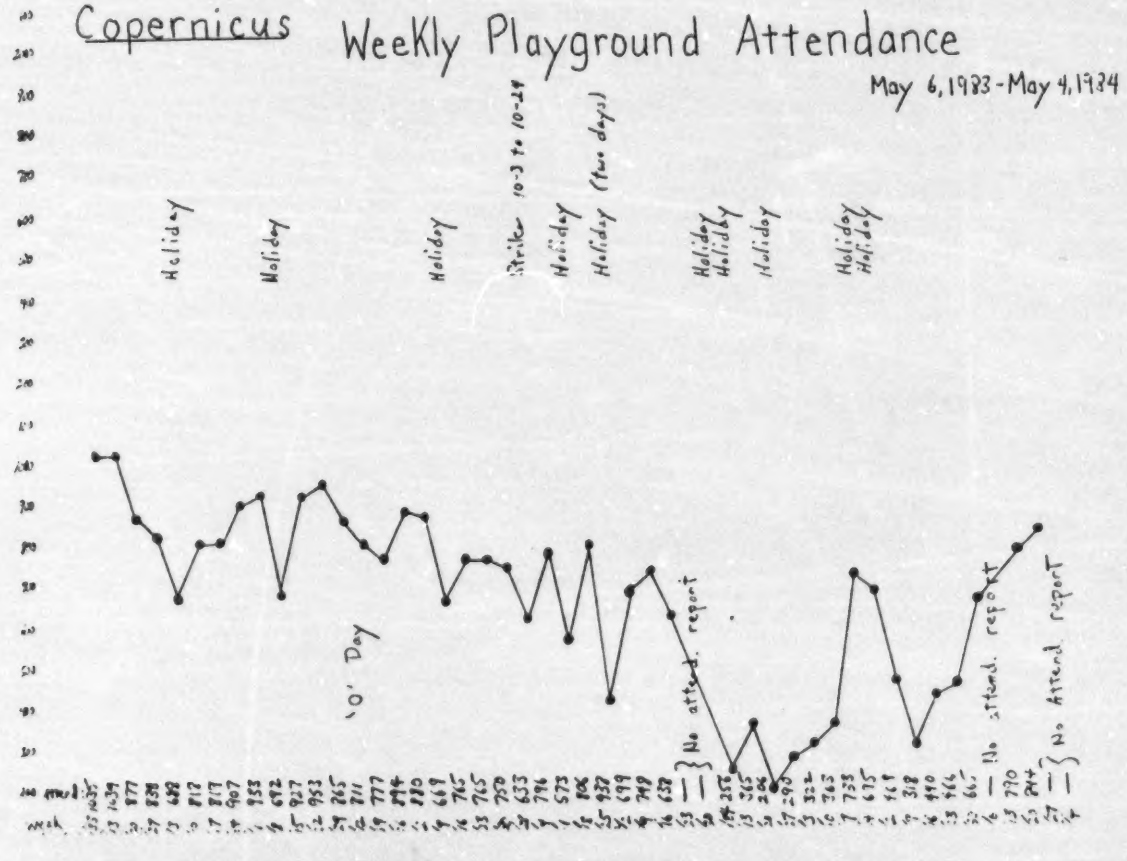
Attendance at Selected Playgrounds





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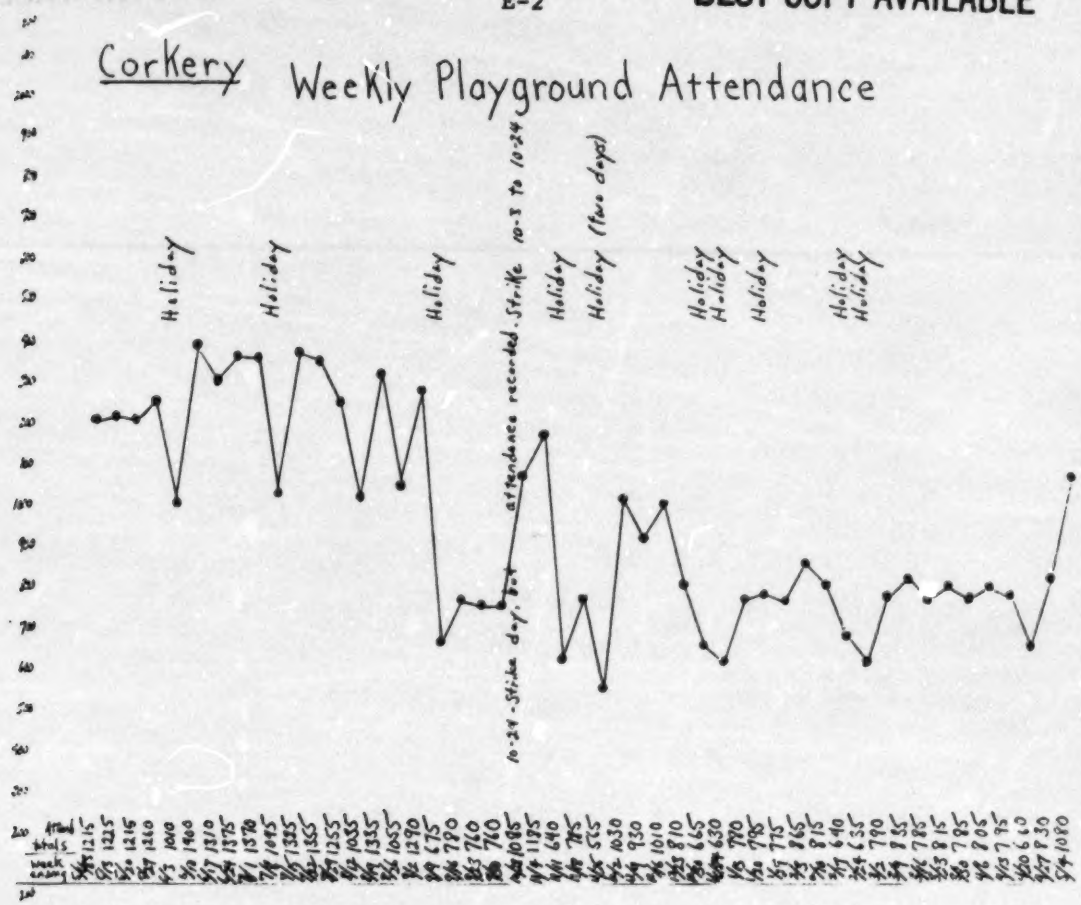

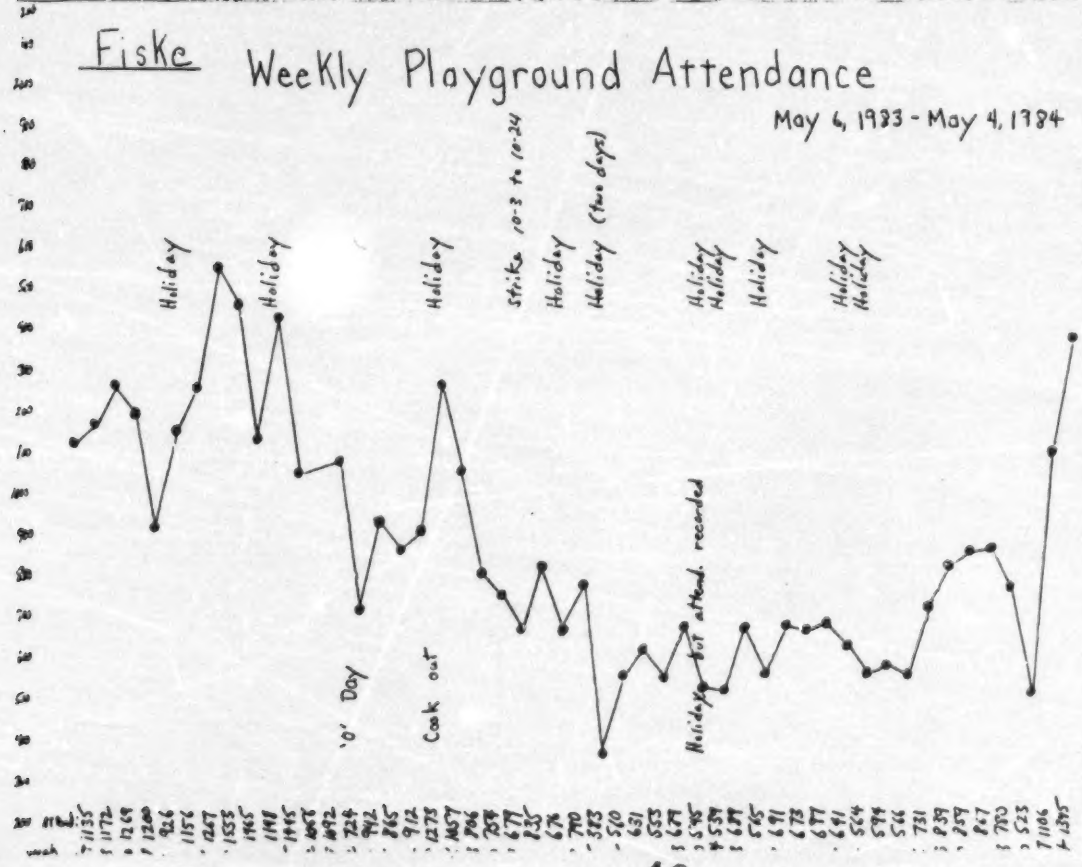

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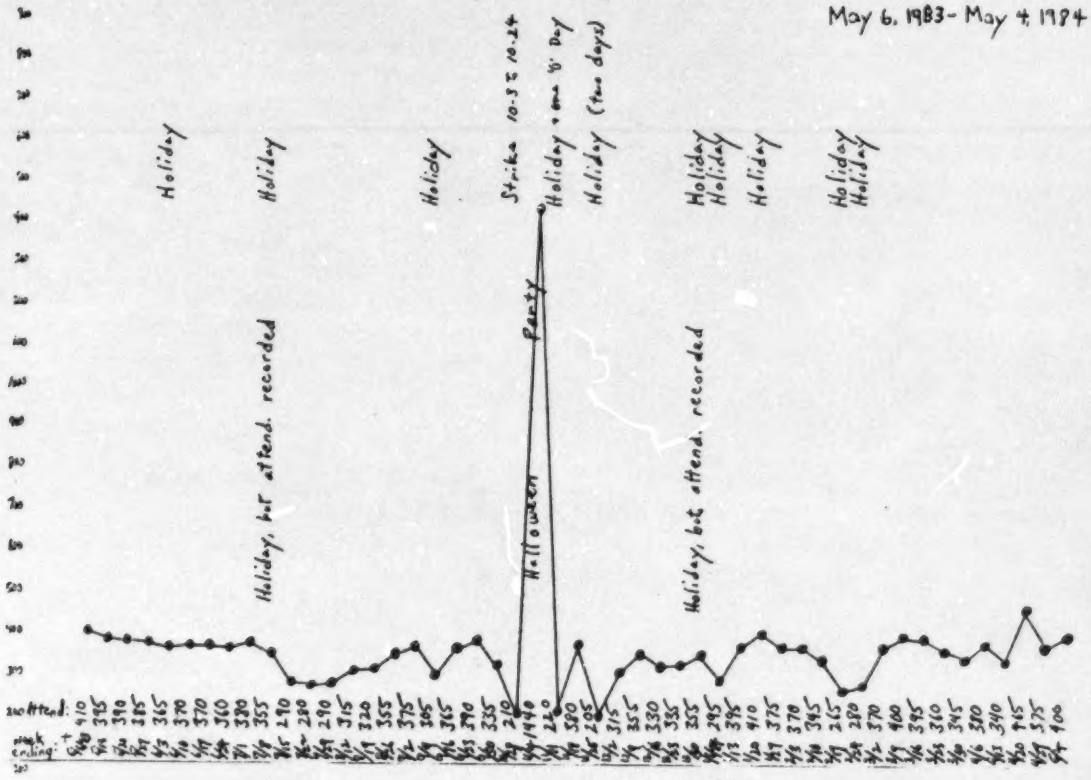
Gallistel

Weekly Playground Attendance

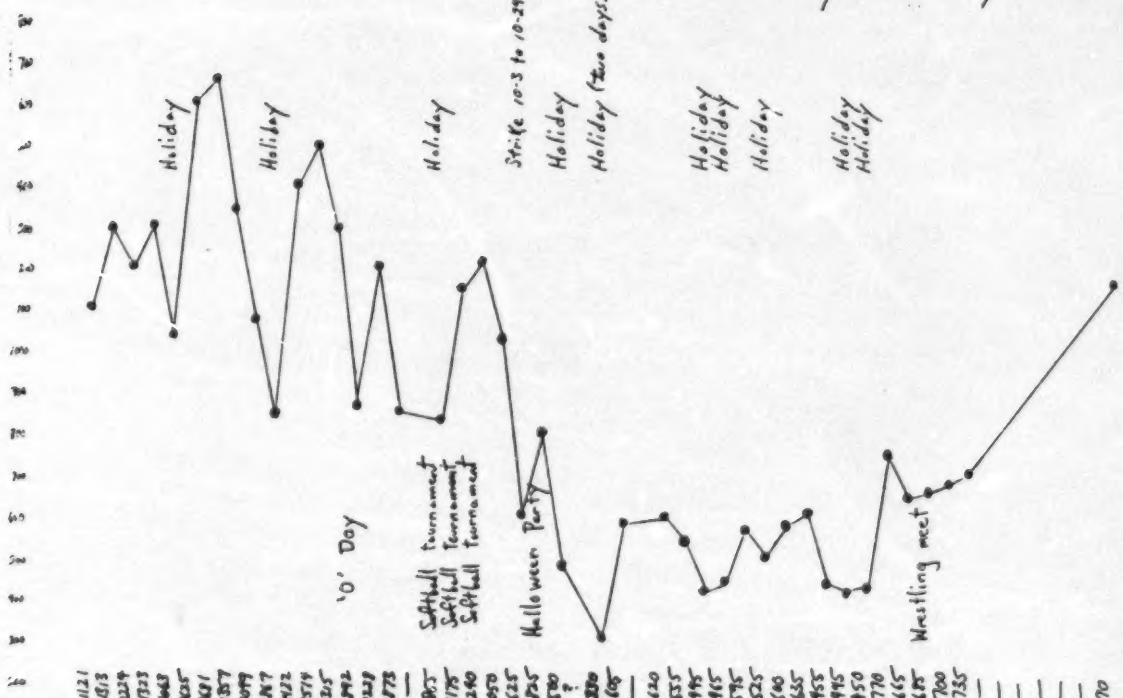
May 6, 1983 - May 4, 1984



Goethe

Weekly Playground Attendance

May 6, 1983 - May 4, 1984



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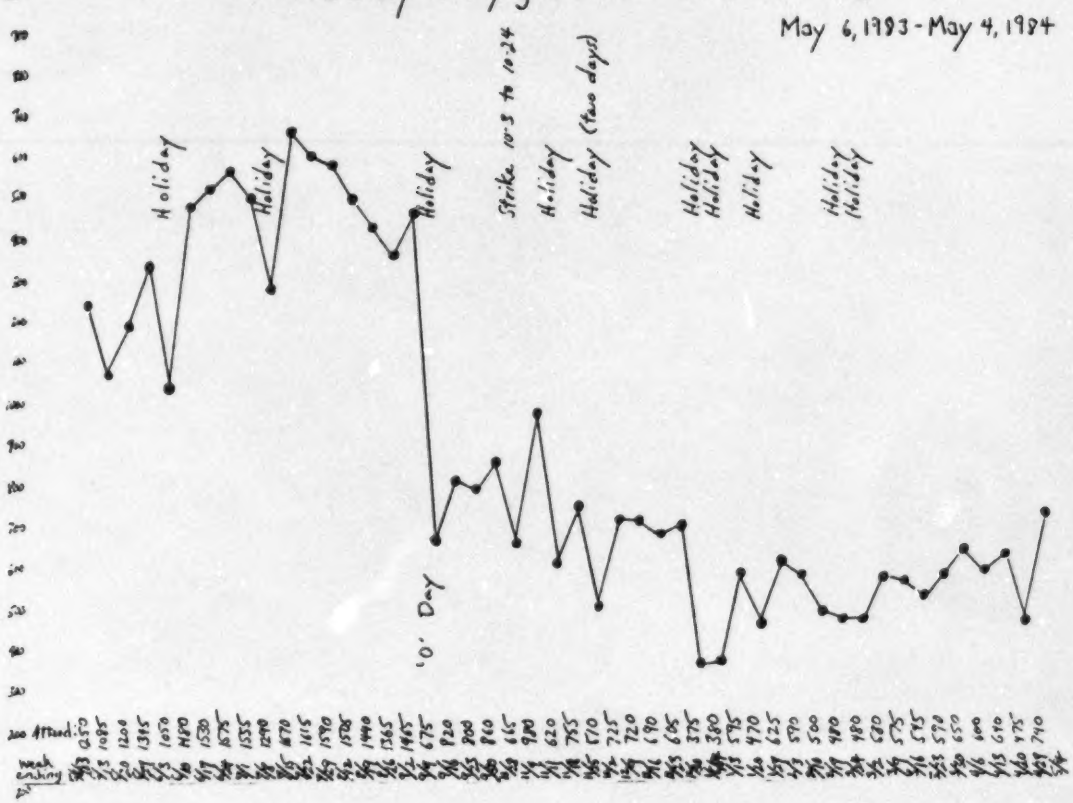
Hayt

Weekly Playground Attendance

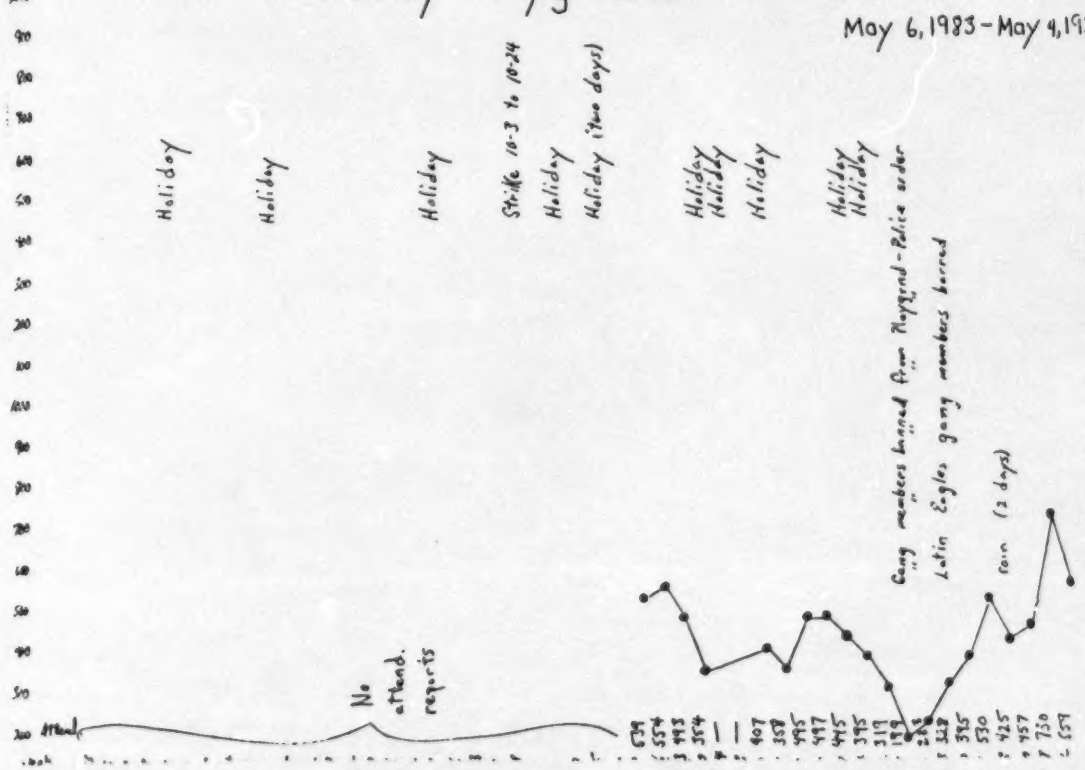
May 6, 1983 - May 4, 1984



LeMoyne

Weekly Playground Attendance

May 6, 1983 - May 4, 1984



McCormick

Weekly Playground Attendance

May 6, 1983 - May 4, 1984

Morse

Weekly Playground Attendance

May 6, 1983 - May 4, 1984

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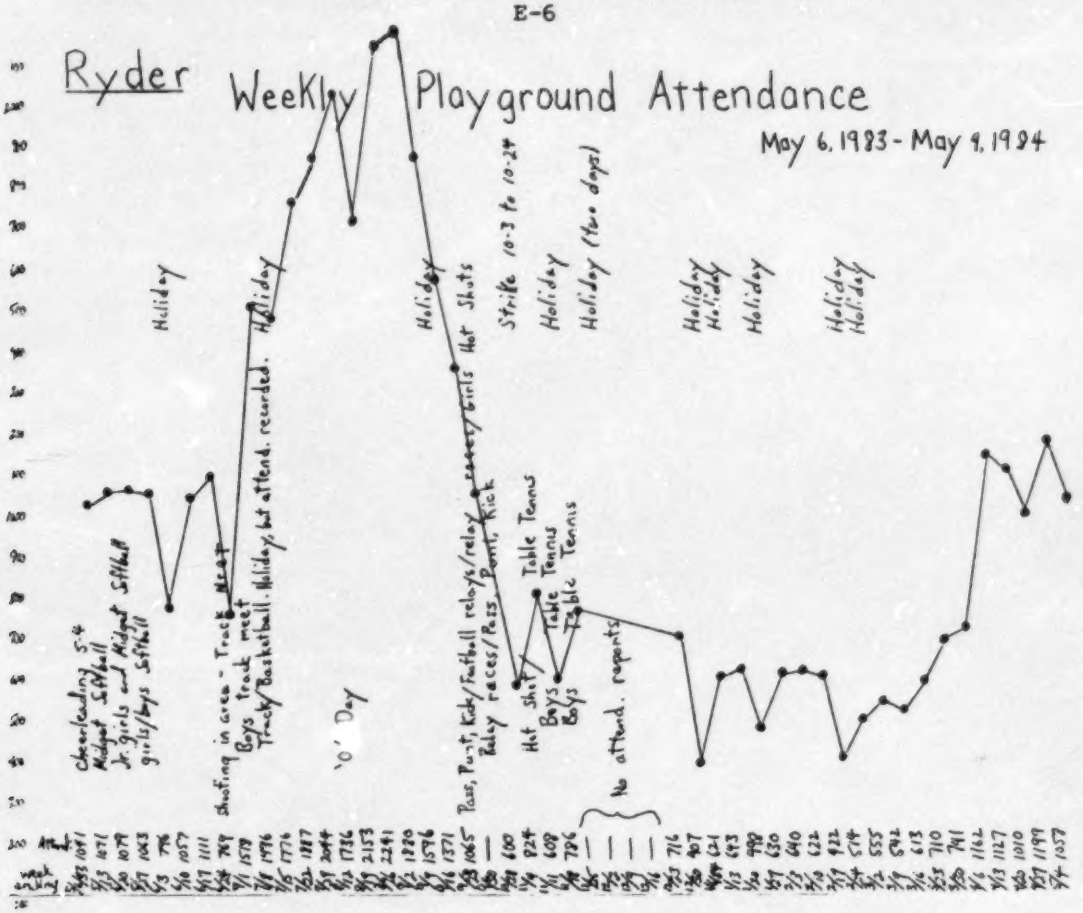

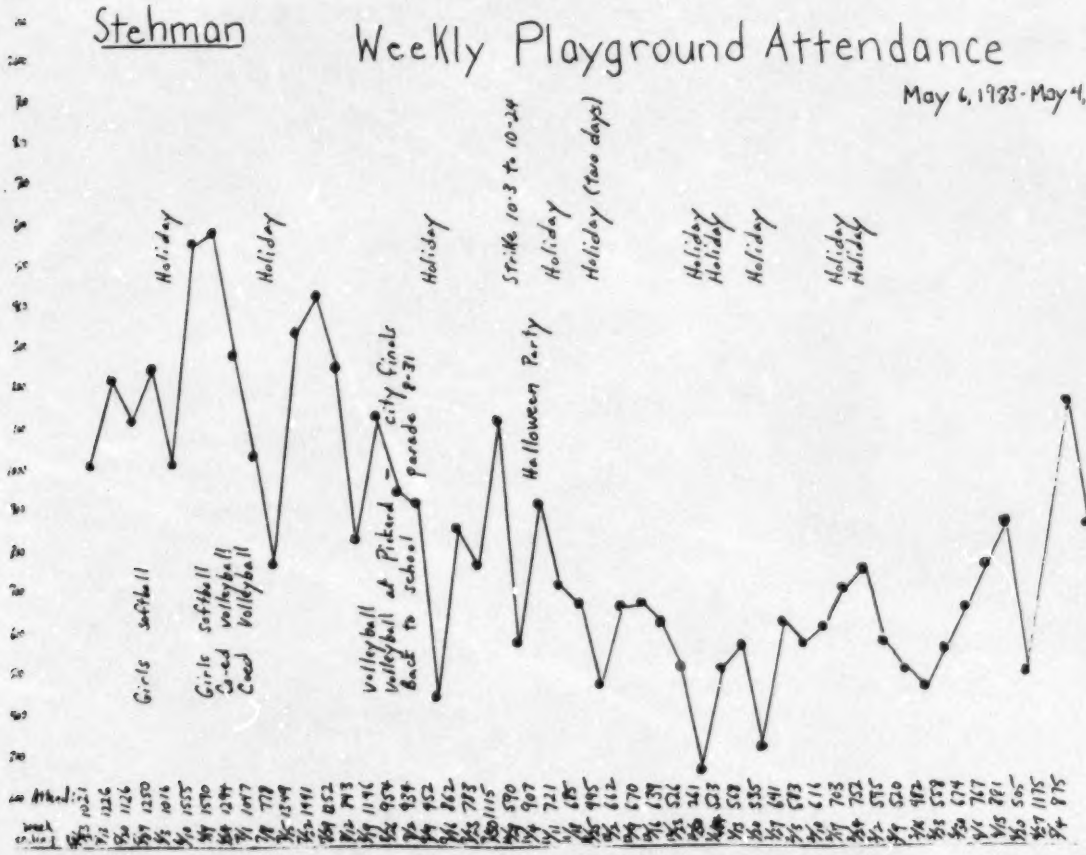

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